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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on military management (see EM 010 429, EM 010 430, EM 010 431, EM 010 456, and EM 010 457), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART FIVE

MILITARY MANAGEMENT

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 505

Westinghouse Learning Corporation
Annapolis Division
2083 West Street
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United States Naval Academy

ED 071360

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Content Outline

Terminal and Enabling Objectives

May 1971

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Annapolis, Maryland

1971

United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment I

Introduction to Management and the Management Process

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO MANAGEMENT AND THE MANAGEMENT PROCESS

Overview:

Implications from previous knowledge of individual and group behavior indicate that man is essentially goal directed and goal oriented; that is, he will strive for (with varying degrees of efficiency) attainment of objectives. (Guthrie, p. 139; WLC)

Cooperative effort came into existence when it was realized that some goals were achieved more readily by a group than by one person. When the magnitude of effort required by a single individual was excessive or when only one person clearly had in mind the nature of the objective, then the concept of management first began; for management involves the process of accomplishing objectives through the coordinated effort of people and resources.

A. Developing a Concept of Management

1. Attributes of Management

a. Management is a distinct entity. (Terry, pp. 4-5)

1) Management can be studied and skill in its application can be acquired.

2) Management consists of basic and interrelated functions or activities which constitute a process.

b. Management is a dynamic unseen force (intangible). (Terry, pp. 4-5)

1) The presence of management is evidenced by the results of its efforts - orderliness, informed subordinates, high morale, and adequate work output.

2) The identity of management is brought into clear focus by the results of mismanagement or by the lack of management.

3) Mismanagement is quickly noticed, whereas good management generally goes unnoticed.

c. Management is exercised through groups of people. (Terry, pp. 4-5)

1) Goals are achieved more readily by a group than by one person.

a) Resources can be amplified.

b) Members dispersed in time and space.

c) Continuity of effort maintained.

2) What can be done alone without the help of other people is not management.

a) Stockroom administration

b) Administering personal checking account

2. Identity of management: The dynamic process by which objectives are accomplished that require the coordinated efforts of people and resources (time, money, material). Those who perform this process are managers/leaders. (Terry, pp. 3-5)

B. Historical Influences on Management

1. From Antiquity

a. The practice and problems of management are of ancient origin. Recorded history indicates that Egypt, Greece, Rome, and other nations of antiquity:

1) Utilized management principles such as chain of command and delegation of authority. (Hays and Thomas, p. 91; Koontz and O'Donnell, pp. 13-14; Terry, p. 11)

2. From the military (Koontz and O'Donnell, p. 15; Haimann, pp. 3-4)

a. Military organizations developed most of the current activity known as management principles. Military organizations provided:

1) Chain of command relationships (Scalar principle)

2) Staff principle

3) Improved techniques of direction, e.g., the communication of plans and objectives to subordinates (what to tell subordinates and why)

3. Summary. Although the management process is as old as history itself, it was not until the last century that systematic analysis of management and the development of a theory of management had their origin. (Longenecker, p. 6)

4. Scientific method and human relationships in management.

   a. Frederick W. Taylor (1856-1915)

      1) Emphasized technical rather than human side of management (NOTE: Taylor's lack of concern for the worker led to the development of human factors engineering.)

   b. Henri Fayol - contemporary of Taylor - French industrialist

      1) Concluded that there was a single "administrative science" whose principles could be used in all management situations no matter what type of organization was being managed.

      2) Among the more important principles or guides he developed were: unity of command, unity of direction, responsibility equal to authority, and esprit de corps. (Dale: Management Theory and Practice, 1965, pp. 194-199).

   c. Elton Mayo (1880-1949)

      1) Principal contribution was to reveal to management the significance of human relations in organizational behavior. "Example: Hawthorne experiments." (Longenecker, pp. 12-13)

C. Organizational Complexity and Importance of Management

(Terry, pp. 5-6)

1. Importance in industry: Of all new business establishments started, one-half fail within five years. (Dun & Bradstreet figures for 1967 from W.J. Garvin, Small Business Administration, April 21, 1969) No enterprise can be successful that does not utilize effective management. Management in industry is becoming more important due to:

   a. Increased size of enterprises

   b. Extensive specialization of labor

c. Greater complexity of work (NOTE: Increasing size and complexity usually causes specialization to increase at a more rapid rate than coordination can be developed. Should this occur, the inevitable result is a loss of effectiveness which can best be regained by decentralizing into small functional units where coordination is commensurate with specialization. Management must always be perceptive to the interactions of the above factors and maintain a balanced relationship between specialization and coordination. (Principles of Administration and Management, p. 34)

d. Increased competition

e. Larger span of management (the number of immediate subordinates a superior can manage) due to:

1) Improved technology of communications and communication techniques.

2) Automated information technology. (Computer based systems, etc.)

f. Demands from employees.

g. Demands from stockholders. (Terry, p. 5; Longenecker, pp. 6-7; Bass and Vaughn, pp. 4-5; Koontz and O'Donnell, p. 224)

h. Change in industrial orientation toward meeting challenges of a consumer oriented environment.

2. Importance in the military: Military failures or disasters are many times the result of poor management practices. Complex relationships of men, material, timing, etc., require constant managerial monitoring, e.g., Theodore Roosevelt's testimony before the Dodge Commission emphasized the lack of coordination in the War Department during the Spanish American War which caused staggering confusion during the mobilization period.

Management in the military is becoming more important due to:

a. Increased size of Armed Forces

b. Complexity of equipment and advances in weapons technology

c. High degree of specialization in both officer and enlisted ranks with additional training requirements

d. Greater administration demands in the handling of public monies.

e. Expanded missions of Armed Forces

f. More centralization of authority

1) Integration of all parts of the Armed Forces into a single national establishment

2) All functions in the Department of Defense and its component agencies performed under the direction, authority, and control of the Secretary of Defense (Joint Chiefs-of-Staff, Contingency Planning, Area Commands, etc.)

g. Congressional demands (responsibility to tax-paying public as DOD budget represents 70 percent of total federal budget) (Bass and Vaughn, pp. 4-5; Janowitz, p. 9; Naval Orientation, pp. 194-195; Turner, p. 685)

D. The Management Process

1. Managerial Objectives

a. Definition: A managerial objective is the intended goal which prescribes definite scope and suggests direction to efforts of a manager. (Terry, p. 29)

b. Relationship of objectives to management: Every organization is created and exists to accomplish some objective or objectives. The purpose of management is to accomplish the objective(s) in the most effective way possible.

c. Importance of objectives (Terry, pp. 28-30, 38)

1) Objectives are basic to management and a prerequisite to the determining of any course of action.

2) Objectives serve to provide a unifying effect for any organizational group. (Conversely, lack of objectives tends to result in a loss of organizational unity.)

3) Lack of objectives or failure to keep them clearly in mind makes the task of managing unnecessarily difficult.

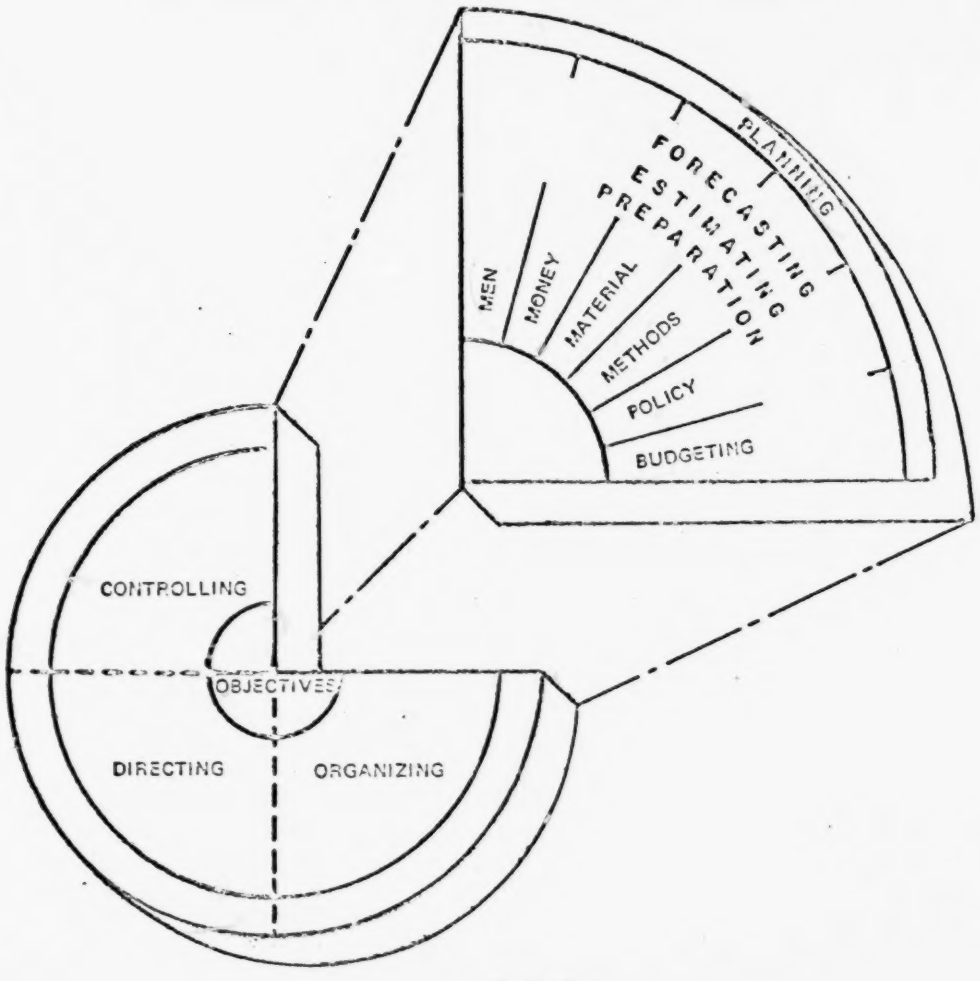
4) Accomplishment of objectives should result in overall improvement in any organization.

E. Management Functions

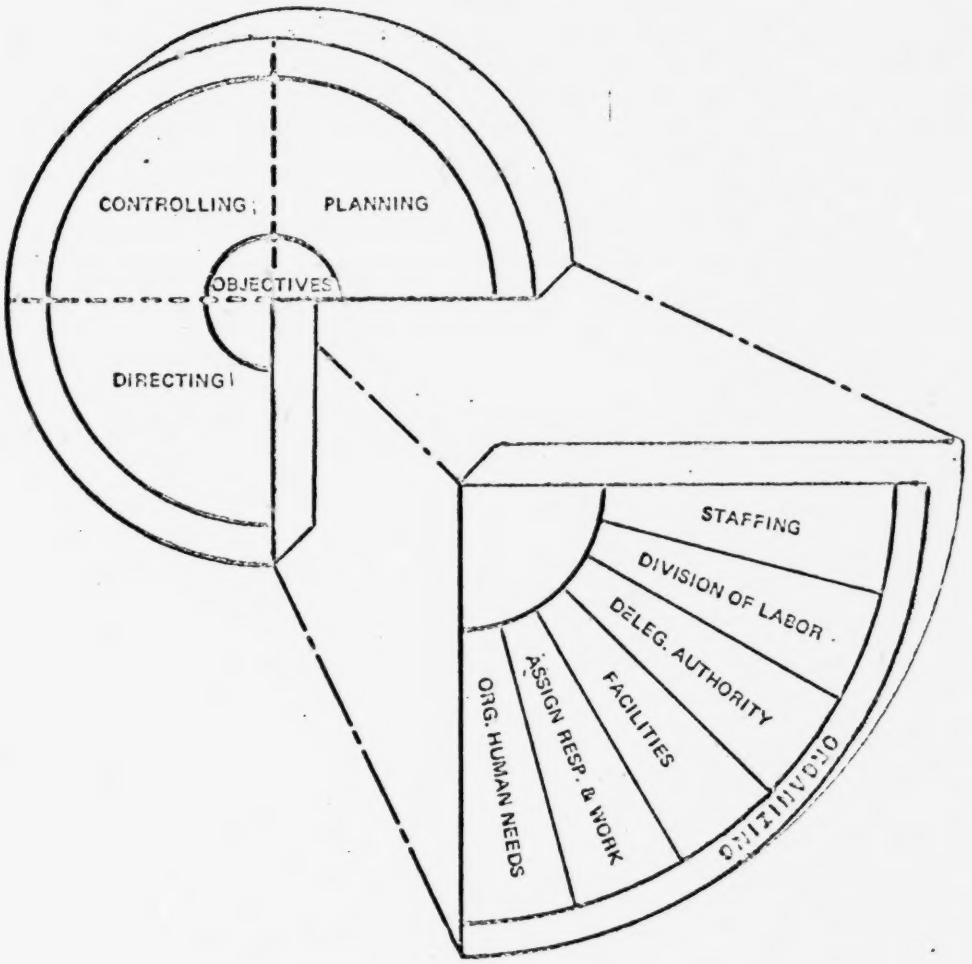
1. Introduction: Management texts differ as to the number of (or names of) the specific functions involved in the management process. The approach to the functions as identified and used by the Naval Academy is not new with the Academy but fits the needs of the Academy.

2. Classifying the management functions. Luther Gulick studied the management process and came up with POSDCORB, which stands for; planning, organizing, staffing, directing, coordinating, reporting, and budgeting. The Academy's method of classifying managerial functions is to group them around the activities of planning, organizing, directing, controlling, and coordinating. The functions may be represented by the concept of a wheel in which the hub of the wheel represents the objectives, the outer rim shows the functions and the spokes show the components:

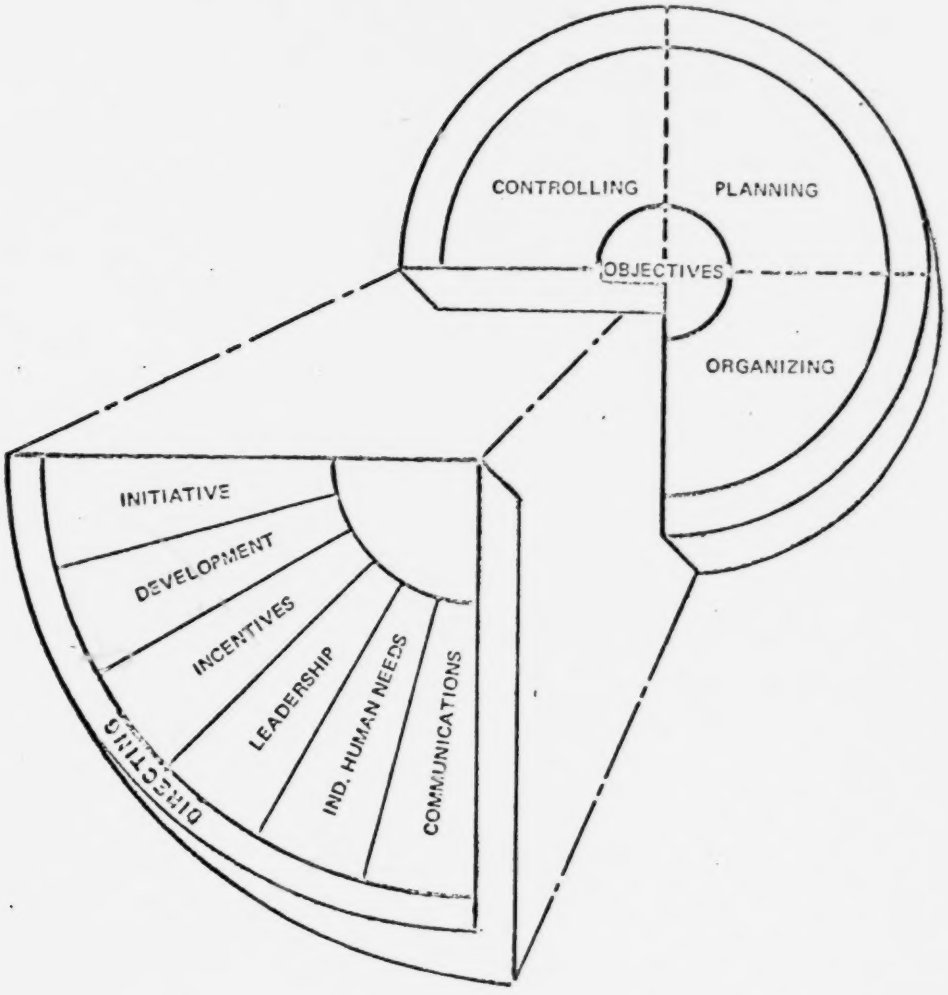
a. Planning: The function of determining in advance what a group should accomplish and how the goals (objectives) are to be achieved (Massie).



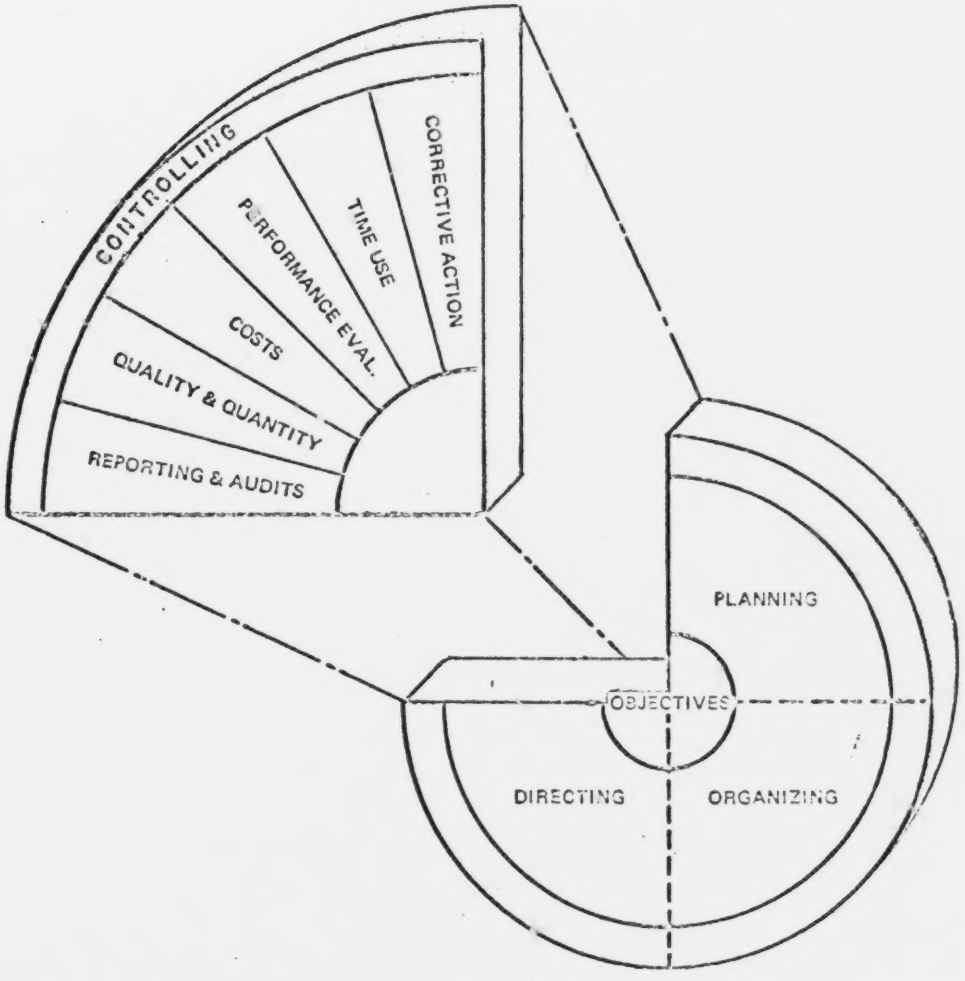
b. Organizing: The function of providing a structure that establishes relationships between men and material grouped together for a common purpose (Hays and Thomas, p. 94).



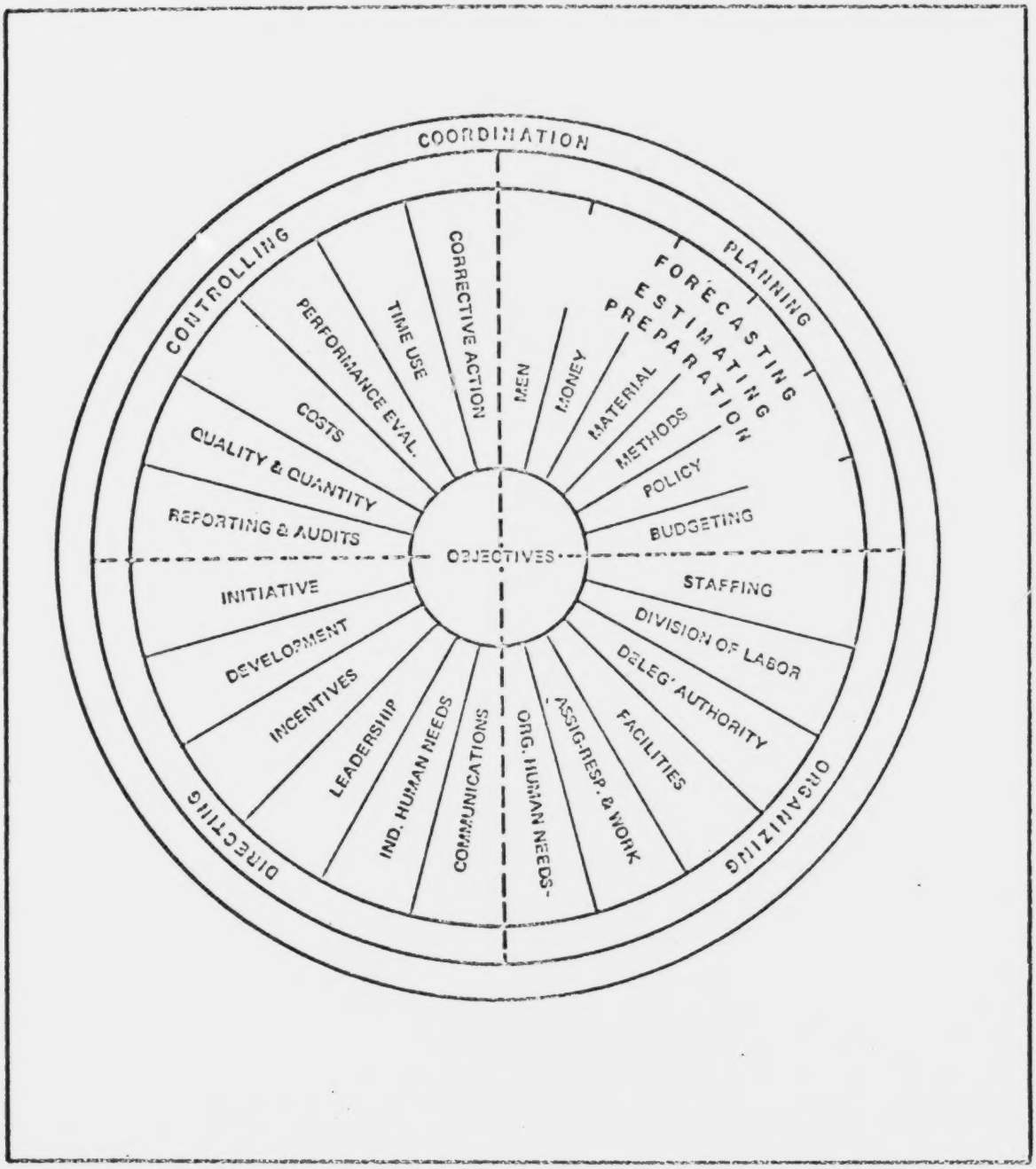
c. Directing: The function which provides the vital step between preparation and actual operation involving the issuance of orders and instructions to subordinates and others to indicate what is to be done (Hays and Thomas, p. 94).



d. Controlling: The function of establishing and applying fully the necessary means to ensure that plans, orders, and policies are complied with in such a manner that the objective will be attained (Hays and Thomas, p. 94).



e. Coordinating: The orderly sychronizing of the efforts of subordinates to provide the proper amount, timing, and quality of execution, so that the unified efforts will lead to the stated objective (Haimann, p. 27).



3. Importance of maintaining a balance in functions in the management process.

   a. When the managerial functions of planning, organizing, directing, and controlling are performed properly and adequate consideration is given to their interrelatedness, the results should be an integrated, well-balanced composite of efforts exerted by an informed and satisfied work group (Terry, p. 167).

   b. Any overemphasis on any one of the functions produces distortion in the management process. Coordination provides the means through which the balance is maintained.

4. Relationship of naval leadership to the management functions.

   a. Naval leadership includes the management process to accomplish a mission. Management functions are tools that a military leader may use to accomplish his mission. Mission in the military sense means both the objective (goal) to be accomplished and the purpose for the accomplishment.

   b. Management is a component of leadership, but frequently has a less dynamic and less spirited connotation than Naval Leadership (Part One, Segment I, p.2).

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment: 1a Enrichment

Schools of Management Thought

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ENRICHMENT: SCHOOLS OF MANAGEMENT THOUGHT

A. The Rise of Schools of Management Thought

1. As the subject of management became more distinct, different viewpoints began to be expressed regarding its identity.

   a. About the same time as Taylor, Henri Fayol discussed management in terms of 14 basic principles which correspond to the functions of management to be discussed here. (Koontz and O'Donnell, pp. 18-19)

   b. Different views of management began to be expressed as the subject was studied more intensely.

2. Currently, management thought may be summarized in terms of several "schools." (Terry 4th Ed., p. 18) One classification for the schools is:

   a. Process school-limits the study of management to performance of activities or functions which identify management.

   b. Experience school-emphasizes the study of the experience of managers and formulates generalizations from this.

   c. Human behavior school-stresses the behavior of people as being most significant to studying management.

   d. Social system school-views management as a system of cultural interrelationships.

   e. Mathematics school-sees management as a logical process which can be expressed in terms of mathematical symbols.

   f. Decision theory school-focuses on the managerial decision.

   g. Economic analysis and accounting school-relates management to optimization and the future costs.

3. Each of the management schools has its limitations and strengths and is related to its concept of total management. (Terry, 4th Ed., p. 23)

4. The Academy is using the Process school approach modified to relate to the peculiarities of the military situation.

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Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to identify, from several choices, the most meaningful concept of management which contains the following key points: a. Management is dynamic process b. Management is goal directed c. Management requires the coordinated efforts of people d. Management requires the use of resources (time, money, material)	TO 1
A.	Given examples of management and non-management situations, the M will be able to select the example which illustrates the concept of management (based on his knowledge of the following: a. Management is exercised through groups of people. b. Objectives are requisites of management. c. Management requires coordination of effort. d. Definition of management is derived from these features.)	EO-1
B.	When asked to identify the scalar principle, staff principle and functional authority as being historical influences on management, the M will be able to select, from several choices, the paragraph which contains the influences.	EO-2
B.4.	Given situations in which leaders use scientific management techniques, the M will be able to identify, from several choices, the individual theorist credited with developing the techniques (as either Elton Mayo or Frederick W. Taylor).	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.4.c.	The M will be able to identify, from several choices, the statement which correctly describes the management philosophy of Elton Mayo.	TO 1 EO-4
B.4.a.	The M will identify, from several choices, the founder of modern scientific management. (Frederick W. Taylor.)	EO-5
B.4.b.	The M will be able to identify, from several choices, the statement which correctly describes the management philosophy of Henri Fayol.	EO-6
C.	Given a description illustrating the importance of management in industry, the M will be able to select, from several choices, a corresponding example which describes why management is important to the military (Navy).	TO 2
C.1.	The M will be able to identify, from several choices, the paragraph which correctly lists the reasons for the importance of management in industry.	EO-1
C.2.	Given examples illustrating why management is important in the military, the M will be able to select, from several choices, the casual factor for each example. (The causal factors are: a. Increased size of Armed Forces. b. Complexity of equipment and advances in weapons technology. c. High degree of specialization in officer and enlisted ranks. d. Greater administrative demands in handling of public monies.	EO-2

Outline Reference	Terminal and Enabling Objectives	
	e. Expanded missions of Armed Forces. f. More centralization of authority. g. Congressional demands.)	
C.2.	The M will be able to explain how management is applied in the military (according to the principle: The evolution of modern management is based on scientific principles which are universal in nature, and therefore applicable to any field of endeavor).	EO-3
D.	Given a situation in which a leader is having difficulty in managing a group because of a lack of objectives, the M will identify, from several choices, the causes of the difficulty.	TO 3
D.1.b.	The M will be able to identify the relationship of objectives to management by selecting the appropriate paragraph from several choices (based on the rule: Organizations are created and exist to accomplish objectives and the purpose of management is to accomplish these objectives in the most effective possible way.)	EO-1
D.1.a.	Given several choices, the M will be able to select the correct definition of "managerial objective." (as: A managerial objective is the intended goal which prescribes definite scope and suggests direction to efforts of a manager.)	EO-2
D.1.c.	The M will be able to identify, from several choices, the paragraph which correctly describes the importance of objectives to management. (The importance of objectives are:	EO-3

Outline Reference	Terminal and Enabling Objectives	
	a. Basic in management and a prerequisite to the determining of any course of action. b. Serve to provide a unifying effect for any organizational group. c. Make the task of managing easier if objectives are definite and kept clearly in mind.)	
E.	Given examples of various management functions that are being performed by a leader, the M will be able to identify the appropriate function illustrated by each example (based on his knowledge of management functions). (5/5)	TO 4
E.2.	Given the functions of management (including Gulicks functions) the M will select only those as projected by the Naval Academy.	EO-1
E.2.	Given several diagrams illustrating the management process, the M will be able to select the diagram which correctly describes the management process (as projected by this course).	EO-2
E.2.	When required to identify a useful method for the classification of the functions of the management process, the M will select, from several choices, the statement which correctly classifies them (as: a. Planning b. Organizing c. Directing d. Controlling e. Coordinating)	EO-3

Outline Reference	Terminal and Enabling Objectives	
E.2.a.	Given several choices, the M will be able to select the correct definition of "planning." (as: The function of determining in advance what a group should accomplish and how the goals [objectives] are to be achieved).	TO 4 EO-4
E.2.b.	Given several choices, the M will be able to select the correct definition of "organizing." (as: The function of providing a structure that establishes relationships between men and material grouped together for a common purpose.)	EO-5
E.2.c.	Given several choices, the M will be able to select the correct definition of "directing." (as: The function which bridges the gap between planning and organizing [preparation] and actual operation involving the issuance of orders and instructions to subordinates and others to indicate what is to be done.)	EO-6
E.2.d.	Given several choices, the M will be able to select the correct definition of "controlling." (as: The function of establishing and applying fully the necessary means to ensure that plans, orders and policies are complied with in such a manner that the objective will be attained.)	EO-7
E.2.e.	Given several choices, the M will be able to select the correct definition of "coordinating." (as: The orderly synchronizing of the efforts of subordinates to provide the proper amount, timing, and quality of execution, so that the unified efforts will lead to the stated objectives.)	EO-8

Outline Reference	Terminal and Enabling Objectives	
E.3.	The M will be able to identify the paragraph which best describes the importance of maintaining a balance of functions in the management process by selecting the appropriate paragraph from several choices.	TO 5
E.3.b.	When required to identify the statement which correctly identifies the cause of distortion in the management processes, the M will select the correct statement from several choices (as: Overemphasis on any one of the functions [planning, organizing, directing, controlling] produces distortion in the management process.)	EO-1
E.3.b.	When asked to identify the statement which correctly identifies the means through which a balance in functions in the management process is maintained, the M will select the correct statement from several choices (as: Coordination provides the means through which the balance is maintained.)	EO-2
E.4.	The M will be able to draft an acceptable essay paragraph which states the relationship between naval leadership and the management process.	TO 6

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment II

Decision Making and Creativity

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DECISIONMAKING AND CREATIVITY

A. Importance of Decisionmaking

1. General

Problem situations require decisions so that resources (manpower, materials, etc.) may be effectively utilized to accomplish objectives. No organization can function on a continuous basis without new situations arising from time to time which require decisions. In the military, certain factors prevail which create a unique climate for development of problem situations and the ability to make good decisions is of paramount importance to the military leader. Among these factors are.

a. Decisions are made in a technologically complex environment in which different components may have apparently conflicting objectives. (Quade, Military Systems Analysis, p. 1)

b. Decisions are made involving varying degrees of risk in which information is seldom, if ever, complete.

c. Decisions are made in a highly visible environment in which superiors and subordinates live and work together for extended periods.

d. Modern decisionmaking has highlighted the importance of making logical analyses, in a complex environment, confronted by accelerating change. (Koontz & O'Donnell, p. 312.)

B. Elements in Decisionmaking

1. Defining the Problem: Not an easy task; what appears to be the problem may be only its symptoms (may need to dig further to locate the real problem) (Haimann, p. 112) The most common source of mistakes in management decisions is the emphasis on finding the right answer rather than the right question. (Peter Drucker, p. 351)

2. Gathering and Analyzing the Facts: Recognize that the importance of gathering information is determined by the nature of the problem and the availability of information.

   a. Will be limited by facts which are not available.

   b. Will be limited by facts which are too costly or time consuming to obtain.

   c. In gathering information which is pertinent and available, the decision maker may be able to recognize the nature of facts which are missing.

   d. Should alert the decision maker to the subjective element present in fact-gathering.

3. Developing Possible Courses of Action: Possible choices for achieving a particular objective.

   a. Developing possible courses of action is limited by a person's creativity, the resources which he has at his disposal and the doctrines or tactics which he expects to utilize in executing his decision.

   b. Developing possible courses of action permits the decision maker to test the validity of each against the criterion: costs and benefits of each.

   c. Despite the possible complexity of a problem the decision maker will need to reduce the number of alternatives to a workable number of those which are feasible. (Newman and Summer, pp. 361-62)

4. Analyzing and Comparing the Alternatives

   (Newman and Summer, Dale, Koontz & O'Donnell)

   a. Measurable factors (Quantitative)

      1) Task of the leader is to evaluate each of the relevant factors and decide, on balance, which alternative has the largest net advantage (Anthony, p. 563)

      2) When all the possibilities can be translated into costs and benefits, the areas of uncertainty are greatly reduced (Dale, p. 566)

3) Decision maker must weigh the cost of delay and the expense of gathering more information against the risk of proceeding with facts which may well be incomplete (Dale, p. 566)

4) Hedging (compromise) is a wise procedure in decisions in which some of the facts are impossible to obtain or cannot be obtained without expenditure of time or resources (Dale, p. 566)

5) Advantages (Koontz & O'Donnell, p. 138)

   a) May aid in selecting a course of action since each alternative may be evaluated mathematically

   b) Comparing costs and benefits of various alternatives may contribute toward more accurate planning

6) Disadvantages (Koontz & O'Donnell, pp. 138-139)

   a) Analysts may forget that approximations, estimates, and forecasts usually lie at the base of their computations.

   b) Quantitative values projected into the future rarely can be exact and reliable

   c) If the margin of error is narrow, leaders need considerable caution in selecting a course of action, e.g., if a 10% error would dramatically change the result.

b. Non-measurable factors (Dale, pp. 567-68)

1) Some decisions involve non-quantifiable factors which, even with the passing of time, may become no clearer

2) Some decisions involve the element of "judgment" or "hunch" (Dale)

3) Uncertainty may contribute toward the non-measurability of an important factor

4) May require grouping key factors, weighing their importance by means of fallible judgments and reaching a decision (Koontz & O'Donnell, p. 139)

5) Advantages (Koontz & O'Donnell)

a) Few decisions can be so accurately quantified that judgment is unnecessary.

b) It is possible that good judgment is a quality which can be greatly improved through long experience.

c) Decision maker may take into consideration a cross-section of the other people's interests and opinions (Dale, p. 568)

6) Disadvantages (Koontz & O'Donnell, p. 139)

a) Comparing unlike values is exceedingly difficult; for example, comparing the advantage of high-grade service against the expense of providing that service.

b) "Hunch" may be entirely inaccurate and based upon wishful thinking or nonrelevant criteria (Dale, p. 568)

5. Deciding on the Best Course of Action

a. Who makes decisions? (Terry, pp. 75-80)

1) An individual

a) The decision to meet an emergency is typically of the individual type.

b) Decisionmaking involving highly technical considerations can be well performed by a well qualified individual.

c) Opportunity may present itself for decision unnoticed by everyone except the individual who interprets facts imaginatively, recognizes the opportunity, and understands decisionmaking; only the individual can assess the consequences of not acting.

2) A group

a) A group is more inclined to follow a decision enthusiastically if it helped in shaping it.

b) Group decisions can help satisfy individual needs, such as a sense of feeling wanted, of being important, and "being in on the know."

c) A group can provide vigorous discussion of the various alternatives

C. Creativity

1. The Creative Element

a. The creative element in the management process stems from the need to make sound decisions based on a variety of inputs to decision maker.

b. Results from a search for alternatives, throughout the decision making process

1) Yesterday's solutions may not be adequate for today's needs.

2) The uniqueness of each organization makes initiation of past solutions hazardous.

c. Decisions that add some new and useful elements are creative. (Newman and Summer, pp. 335-36; Terry, p. 66)

1) It must be novel.

2) It must be worthwhile, i.e., enhance organizational objectives.

3) It must be a tangible solution.

4) It must be perceived by others as being novel. (Hays and Thomas, pp. 109-110)

2. Factors in the creative process

a. Developing a climate for creativity

1) Recognition by the manager/leader that he must understand and support creative efforts by:

a) Welcoming new ideas

b) Encouraging collective thought while retaining the requirements for discipline (delegate authority)

(1) Originality will be lacking if creativity is thwarted in an officer's junior years.

(2) It is a leader's responsibility to develop and encourage creativity before a decision is reached.

(3) Once the decision is made, it should be followed with loyalty and vigor. (Hays & Thomas, p. 112)

c) Leaders and colleagues give positive encouragement to those who want to try something different.

d) There is respect for individuality such that a person can express ideas without fear of an unfavorable response. (Newman and Summer, p. 354)

e) Allow individuals to participate in setting goals and standards of the organization

f) Use ideas from subordinates whenever feasible and give appropriate credit to them

b. Blocks to creativity

1) Risk and responsibility: creativity involves willingness to accept responsibility at the risk of failure within reasonable limits.

2) The environment and acceptance of creativity may conflict with needed elements of conformity within an organization.

(NOTE: This is a complex problem, and many examples can be cited which reflect other views. (Newman and Summer, p. 356)

3) The use of power and influence to secure acceptance of authority may inhibit the expression of challenging ideas.

4) The leader may be too busy to provide feedback regarding results of creative thought.

5) Very often an idea cannot be evaluated because there is little indication of what its adoption entails in terms of resources and risks.

6) Ideas are useless unless used and their proof of usefulness lies in their implementation.

7) The amount of creativity may be affected by the extent to which authority is delegated.

8) The amount of creativity to be encouraged is dependent in large measure on the ideas of the leader regarding his and his subordinates relative roles in the organization.

9) Creativity is in part dependent on the leader's ability to motivate his subordinates.

10) The leader must be aware that creativity can conflict with organizational goals if the process of creativity becomes an end in itself.

11) Once a decision has been made, the leader and subordinates should recognize the need for support, so that creativity will not be stifled in future circumstances.

c. Aids to (and development of) individual creativity (Newman and Summer; Nation's Business)

1) Recognize psychological barriers

2) Try changing attributes

3) Be alert for finding things you are not looking for: the unexpected.

d. Aids to group creativity (Newman and Summer)

1) Brainstorming

a) Rule out judicial judgment

b) Welcome freewheeling

c) Solicit quantity

d) Seek combinations and improvements

2) Synectics

a) Orient the group thoroughly to the nature of the problem

b) Group leader poses a key aspect of the problem as an issue or hypothesis

c) Develop novel viewpoints and ideas

d) Appraise novelty and feasibility of various ideas

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Outline Reference	Terminal and Enabling Objectives	
A.	Given statements about the importance of decisionmaking, the M will be able to identify those that relate to the necessity of the leader being able to make good decisions.	TO 1
A.	Given statements about the implications of decisionmaking in the military, the M will identify those that describe the importance and risk of making decisions.	TO 2
A.1.	The M will select, from several choices, the statement which correctly identifies the factors which create the environment for decisionmaking in the military.	EO-1
A.1.b.	Given several statements about the degree of risk involved in making decisions, the M will identify the statement which correctly illustrates the concept.	EO-2
B.	Given a military problem, the M will select, from several choices, the statement that defines the problem correctly, provides the proper facts and the most effective course of action to overcome the problem (based on the elements in decision-making.)	TO 3
B.1.	The M will identify, from several choices, the correct requirements of defining a problem.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.2.	Given military situations, the M will identify, from several choices, the facts to be considered in making a decision.	TO 3 EO-2
B.3.4.	Given a stated objective and a military situation, the M will select, from several choices, the alternatives which should be considered in making a final decision.	EO-3
B.	The M will identify, from several choices, the elements in the decision-making process.	EO-4
B.	Given the elements in the decision-making process, the M will arrange the elements in the proper order.	EO-5
B.4.	Given a military situation and several alternatives to reach the objective, the M will select the most appropriate course of action.	TO 4
B.4.a.	The M will be able to select, from several choices, the statement which correctly describes the use of measurable factors in selecting a course of action.	EO-1
B.4.a.	The M will be able to identify, from several choices, the factors which differ between the advantages and disadvantages of using measurable factors in selecting a course of action.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.4.b.	The M will be able to select, from several choices, the statement which correctly describes the use of non-measurable factors in selecting a course of action.	TO 4 EO-3
B.4.b.	The M will be able to identify, from several choices, the factors which differ between the advantages and disadvantages of using nonmeasurable factors in selecting a course of action.	EO-4
B.5.	Given military situations in which decisions are necessary, the M will select, from several choices, whether or not individuals or groups should make the decision.	TO 5
B.5.a.	Given several statements about when to make decisions, the M will select the statements which describe when it is appropriate for an individual to make a decision.	EO-1
B.5.b.	Given several decision-making situations, the M will identify, from several choices, the roles of those involved (input provider or decision maker) in the decision-making process.	EO-2
C.	Given statements about the element of creativity in decisionmaking, the M will identify those statements that show the relationship between creativity and developing alternatives for decision-making.	TO 6

Outline Reference	Terminal and Enabling Objectives	
C.2.	The M will identify, from several choices, the statement that correctly synthesizes the requirements of a creative solution.	TO 6 EO-1
C.2.a.	Given a military situation in which the climate is not conducive to creativity, the M will select, from several choices, the statement that describes how to develop a more creative climate.	TO 7
C.	Given military situations in which individuals are exhibiting certain behavior, the M will identify whether the individuals are being creative or creative beyond the bounds of the organization.	TO 8
C.2.a.	Given military decisions which lack creativity but illustrate solutions to problems, the M will be able to identify, from several choices, the example which illustrates how creativity can be increased.	TO 9
C.2.b.	The M will identify, from several choices, problems that block creativity.	EO-1
C.2.c.	The M will identify, from several choices, factors that can aid individual creativity.	EO-2
C.2.d.	The M will identify, from several choices, factors that can aid group creativity.	EO-3

Outline Reference	Terminal and Enabling Objectives	
A.E.	SECONDARY/REVIEWS/OR ENRICHMENT OBJECTIVE	TO 10

Given a description of a military problem (which contains the necessary data) that must be solved, the M will be able to:

a. Define the problem

b. Gather and analyze the facts

c. Develop possible courses of action

d. Analyze and compare the alternatives

e. Decide on the best course of action

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment III

Objectives

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

MILITARY MANAGEMENT

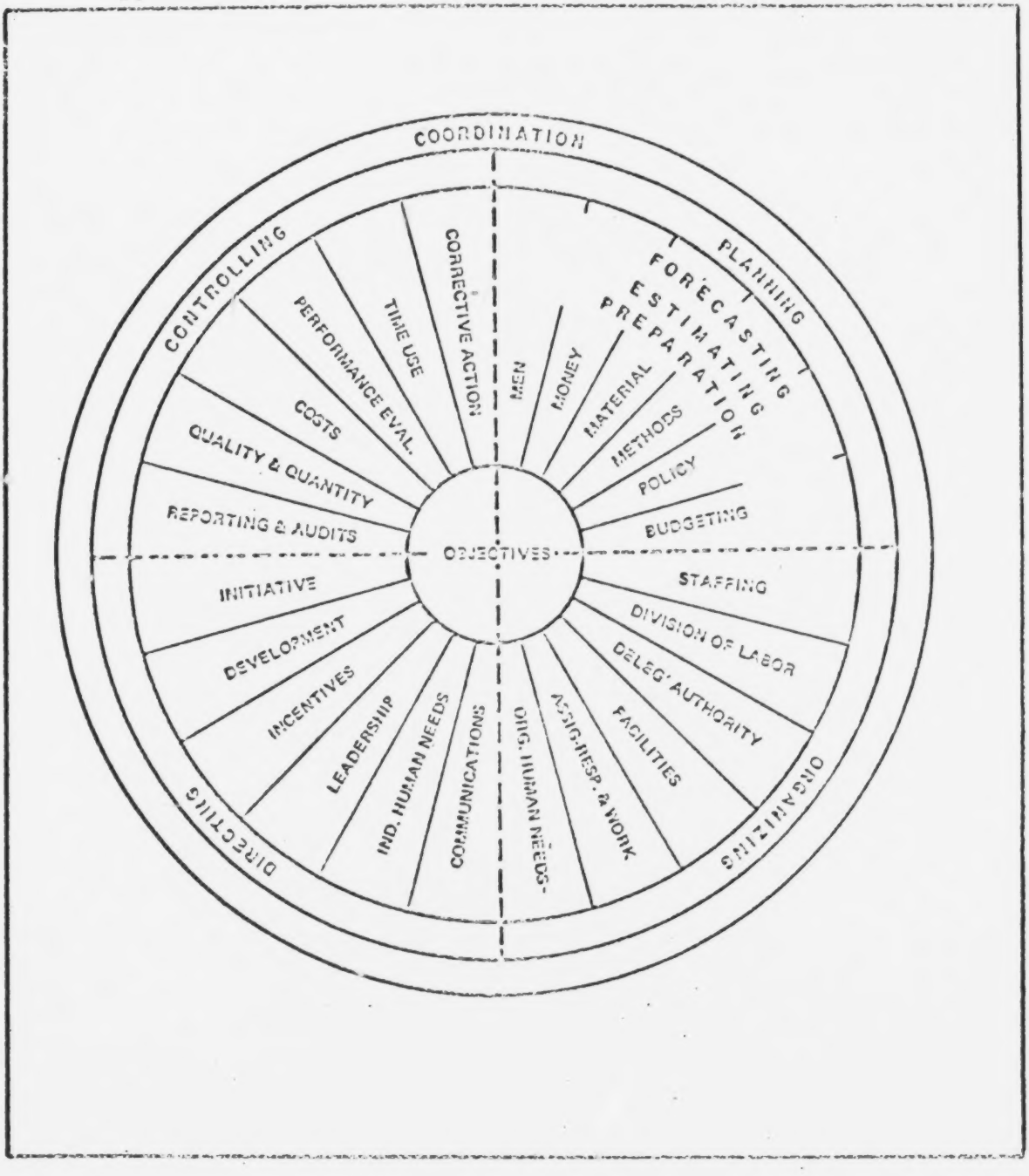
A. Importance of Objectives

1. Definition: Objectives are the ends toward which activity is aimed (Koontz and O'Donnell [Readings], pp. 72-74); the desired standard, mission, goal, or target that the organization is to attain.

   a. Relationship to the management wheel (see diagram next page)

      1) At the center

      2) All activities of management revolve around them


COORDINATION
PLANNING
ORGANIZING
DIRECTING
CONTROLLING
FORECASTING
ESTIMATING
PREPARATION
BUDGETING
POLICY
METHODS
MATERIAL
MONEY
MEN
STAFFING
DIVISION OF LABOR
DELEG' AUTHORITY
FACILITIES
ASSIG-RESP. & WORK
ORG. HUMAN NEEDS-
COMMUNICATIONS
IND. HUMAN NEEDS
LEADERSHIP
INCENTIVES
DEVELOPMENT
INITIATIVE
REPORTING & AUDITS
QUALITY & QUANTITY
COSTS
PERFORMANCE EVAL.
TIME USE
CORRECTIVE ACTION
OBJECTIVES

B. Hierarchy of Objectives (Massie, pp. 29-30)

1. Principle: Every lower objective should be consistent with and contribute toward the objectives of the next higher level.

2. Order of objectives (aboard ship)

a. Organizational objectives (mission)

1) Guide the activities of a large group.

a) They indicate what the group is going to do (goal), and why the group is doing it (purpose).

2) Serve as media by which multiple interests are channeled into joint effort.

b. Department objectives

c. Division objectives

3. Example: In typical shipboard situations, organizational objectives generally originate from the Captain, and are implemented to the ship's company through the Executive Officer. Next, each department head establishes within his department a set of departmental objectives which support the broader organizational goals. Similarily, division officers develop a list of objectives specific to their unit function, in support of both the department and overall command goals. In turn, leading Petty Officers within each section of the division provide additional direction for their subordinates in a similar manner.

C. Classes of Objectives (Hays and Thomas, p. 105)

1. Organization objectives

a. Primary objectives

1) Importance: Primary objectives are important since they provide the focal point for leaders to accomplish organizational goals.

2) Example: The Construction Battalion Officer assigned to the Naval Academy has the mission of providing engineer support for minor construction projects undertaken by the Academy.

b. Intermediate objectives

1) Importance: Intermediate objectives are important since they enable subordinates to accomplish goals which they understand and which in turn support primary objectives.

D. Personal and Organizational Objectives

1. Relationship of personal to organizational objectives: In the lower levels of the hierarchy, specific objectives are assigned which must be attained by a smaller group, comprised of individuals with goals of their own.

2. Integration of personal-organizational objectives (Hays and Thomas, pp. 151, 152, 155, 158, 161)

a. Premise: All objectives, personal and organizational, must contribute to attainment of the primary objective.

b. Technique

1) Evaluate subordinate's personal goals in terms of the mission

a) Provide consequences to maintain desirable goals

(1) Direct reward

(2) Utilization of peer pressure to reward

b) Provide consequences to eliminate unacceptable goals

(1) Punishment

(2) Utilization of peer pressure

c. Importance

1) Incompatible personal and organizational objectives can lead to loss of focus on the organizational objectives and can result in:

a) Poor discipline

b) Low morale

2) Whether an individual becomes an effective leader depends in part on his clear understanding of the organizational goals.

E. Setting up an Objectives Program

1. Sources of objectives (N-106 Lesson #38)

   a. Your superior

   b. You yourself

   c. Your subordinates

   d. External (Ideas for objectives frequently can be picked up through visits to other organizations similar to your own)

2. Criteria for determining and formulating a list of objectives

   a. Realistic - not some far distant, way-off goal; but, something meaningful in immediate future.

   b. Reasonable - Within the capabilities of the organization to attain.

   c. Clearly and concisely stated - no chance of misinterpretation; everyone understands what is to be accomplished.

   d. Harmonized - tie in with objectives of your superior; apply the principle of hierarchy of objectives.

   e. Aim at improvement - not change merely for the sake of change.

3. Management by "Drives" (Drucker; The Practice of Management, p. 127)

   a. Proper management requires balanced stress on objectives; rules out the common and pernicious malpractice: management by "crises" and "drives."

   b. A sure sign of confusion; a sign that management does not know how to plan.

4. Conclusion: The ability to establish and to accomplish worthwhile objectives, which result in overall improvement in the organization, is a characteristic of outstanding leaders in the military service.

Key Leadership Factor: "An effective leader establishes objectives and plans for their accomplishment."

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Outline Reference	Terminal and Enabling Objectives	
A.	Given several examples of objectives, the M will be able to select, from several choices, the example which illustrates a leader establishing objectives (missions, goals, or targets).	TO 1
A.1.	The M will identify the definition of objective from several definitions (as: the ends toward which activities are aimed).	EO-1
A.1.	The M will select, from a list of statements, those statements which describe objectives (as missions, goals, or targets) from several choices.	EO-2
B.2.	Given an organizational hierarchy and several examples of hierarchy of objectives, the M will be able to select the correct set of objectives.	TO 2
B.2.a.	The M will select, from several choices, the statement which correctly illustrates the principle: "Organizational objectives guide the activities of a large group."	EO-1
B.1.	Given several examples of a hierarchy of objectives stated for an organization, the M will identify the example which correctly illustrates the hierarchy (based on the principle that "every lower objective should be consistent with and contribute toward the objectives of the next higher level").	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.	Given several examples of military objectives, the M will classify them as primary or intermediate.	TO 3
C.1.a.1)	The M will select, from several choices, the statement that describes the importance of primary objectives, (As: they provide the focal point for leaders to accomplish organizational goals).	EO-1
C.1.b.1)	The M will select, from several choices, the statement that describes the importance of intermediate objectives (as: enables subordinates to accomplish goals which they understand and which in turn support primary objectives).	EO-2
C.1.b.1)	Given an example of a leader having difficulty accomplishing his primary objective, the M will determine the cause from several choices (based on the principle: intermediate objectives facilitate the achievement of primary objectives).	TO 4
C.	The M will select, from several choices, the paragraph which best describes the relationship between primary and intermediate objectives.	EO-1
C.1.b.1)	Given an example of a primary objective (at a specific organizational level) aboard ship, the M will be able to select, from several choices, an appropriate intermediate objective to facilitate the achievement of the primary objective, (based on his knowledge of the purpose of intermediate objectives).	EO-2

Outline Reference	Terminal and Enabling Objectives	
D.1.	Given a military situation where personal goals are in conflict with organizational goals, the M will select the correct solution to the conflict (based on the relationship of personal objectives to organization objectives).	TO 5
D.2.c.1)	Given several statements about the importance of compatibility between personal and organizational objectives, the M will be able to select those that correctly describe the importance.	EO-1
D.	The M will identify the paragraph which correctly compares and contrasts personal and organizational objectives from several choices.	EO-2
D.2.c.	The M will be able to identify, from several choices, whether an individual's goals are or are not compatible with the organization's objectives.	EO-3
D.2.b.	Given several examples, the M will select the statement which correctly illustrates the technique for integrating personal and organizational objectives.	EO-4
E.	Given a military situation the M will identify the best actions to be taken in establishing an objectives program.	TO 6
E.1.	The M will identify the sources of objectives in a given situation (as superior, yourself, subordinates, or external).	EO-1

Outline Reference	Terminal and Enabling Objectives	
E.1.a.	Given examples of objectives, the M will identify, from several choices, those from higher authority.	TO 6 EO-2
E.1.b.c.	Given examples of objectives, the M will identify, from several choices, those from an internal source (you, yourself, subordinates).	EO-3
E.2.	Given a military situation the M will be able to identify the criteria for determining and formulating a list of objectives.	EO-4
E.3.	The M will be able to identify the common and pernicious malpractice of management by "crisis" and "drives."	EO-5
A.D.	SECONDARY/REVIEW/OR ENRICHMENT OBJECTIVES	
	Given a situation of a military type task (mission) to accomplish, the M will be able to draft an essay paragraph in which organizational objectives are established in a hierarchy, and objectives are assigned to proper personnel.	TO 7

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment IV

Planning

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PLANNING

A. Introduction to Planning

1. Definitions (Koontz and O'Donnell, p. 28; Hays and Thomas, p. 103)

   a. The selection, from among alternatives, of courses of future action

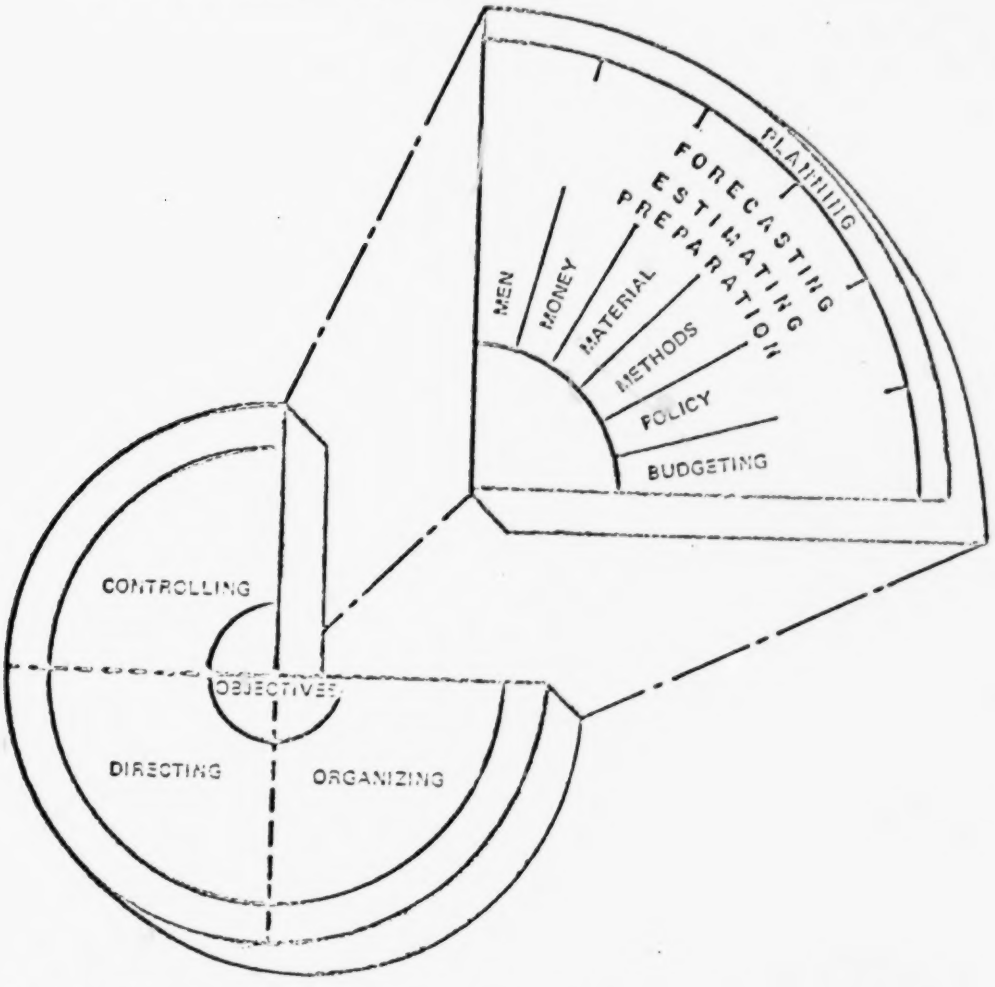
   b. The function by which a leader determines (within the area of his authority) what objectives are to be accomplished and how and when they will be reached.

   c. The means by which the organization is guided from the present into the future in order to accomplish a mission or objective.

2. Relationship to the management wheel

   a. The first activity which must be carried out

   b. Pictorial representation:



3. Importance of planning (Longenecker, pp. 25-26)

   a. Planning is vital for efficiency and success

   b. Careful planning helps to answer such questions as what, when, where, who, and why concerning an operation

   c. Planning aids or facilitates the execution of future action by providing a factual basis

4. Advantages of planning

   a. Makes for the utilization of purposeful and orderly activities.

   b. Unproductive work minimized.

   c. Promotes the use of a measure of performance.

   d. Provides for a greater utilization of available facilities of an enterprise.

   e. Compels visualization of the whole operative picture clearly and completely.

   f. Provides a basis for control.

5. Underplanning and overplanning (N-106, 1967)

   a. Underplanning: Failure of a leader to discriminate the range of contingencies that could occur.

      1) Implications of underplanning

         a) Incomplete analysis of mission

         b) Failure to make realistic assumptions

         c) People have more regard for the present than for the future.

         d) Information and facts about the future are never accurate.

   b. Overplanning: An attempt to predict events that are unpredictable.

      1) Implications of overplanning

         a) Too much attention is paid to details beyond any practical need, e.g., efforts may be expended to prevent situations that would not have developed anyway.

         b) Subordinate initiative can be stifled because of rigid mode of execution.

         c) Inefficient use of resources (the cost of planning work may exceed its actual contribution).

         d) May delay action

         e) Information and facts about the future are never accurate.

B. Long-Range Planning vs Short-Range Planning

1. General discussion

a. Difficulty in discriminating long-range from short-range.

1) Situation determines whether leader/manager considers plan to be long range or short range; contributing factors are:

a) The leader/manager level in the organization

b) The kind of endeavor in which the organization is engaged

c) The quality of managerial practices

2. Relationship to military concepts

a. Long-range planning is related to the concept of strategy. Strategy is concerned with the general plan for the employment of a nation's fighting forces (Naval Orientation, p. 408).

b. Short-range planning is related to the concept of tactics. Tactics refers to specific maneuvers and special techniques of fighting (Naval Orientation, p. 408) Example: The actual launch of strike aircraft against enemy targets from attack aircraft carriers is an example of military tactics.

1) Tactical plans, are not the only short-range plans involving the military. Other examples include:

2) Budget: An important short-range financial plan at lower levels since it forces lower unit commanders to plan their expenditures.

3) Contingency plans

a) A contingency plan is one which is not implemented until some time in the future when necessary in order to meet some mission. It may be developed far in advance, but its execution is short range in nature.

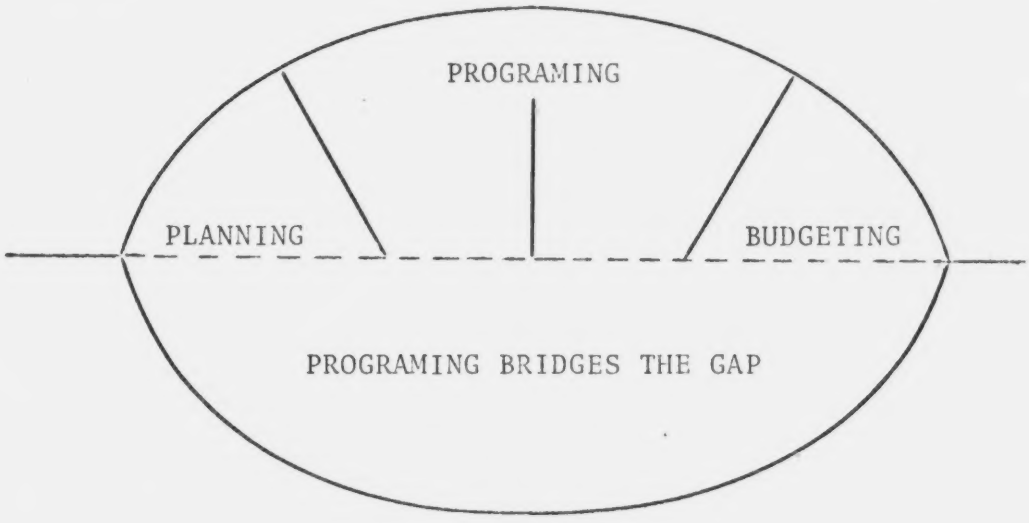
3. Relationship between planning, programing and budgeting

   a) Planning may be described as the process of determining force and support level objectives and specifying the future actions to accomplish mission requirements.

   b) Programing may be described as the process of translating force and support requirements into manpower, material resources which are time-phased to meet planned objectives.

   c) Budgeting may be described as the process of expressing the programed manpower and material resource requirements in financial terms for funding.

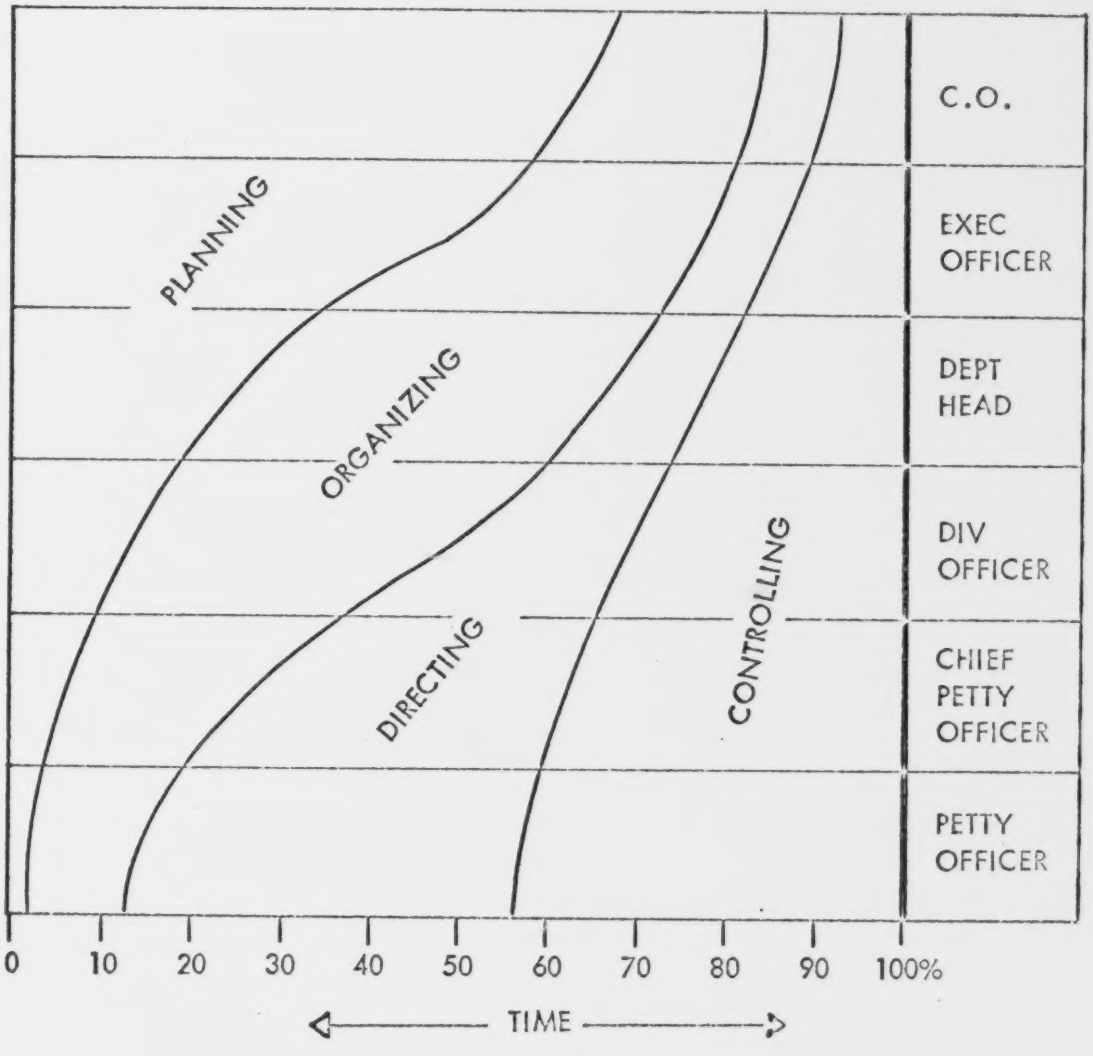
   d) Diagram



C. Who Plans

1. It is important, from a motivational point of view, to involve those who will carry out the plan in the planning stages as much as possible.

2. While every leader performs similar functions the time and effort spent on each varies according to level in the organization.



(Adapted from Haimann, Professional Management, Theory and Practice, 1962)

Estimates of Time Spent By Leaders of Various Organizational Levels on Planning (according to period covered by plans).

	PERIOD COVERED BY PLAN				
Organizational Level of Leader	Current	1 Month Ahead	6 Months Ahead	1 Year Ahead	5 Years Ahead
C.N.O.	2%	5%	20%	25%	48%
Fleet Commander	5	15	40	30	10
C.O.	25	50	15	10	NONE
Department Head	50	30	15	5	NONE
Division Officer	80	15	5	NONE	NONE

(Adapted from Terry, p. 265)

D. Steps in Planning

1. Forecasting (Hays and Thomas, pp. 103-108)

   a. Definition: That phase of planning which occurs before the receipt of a specific mission, or the formulation of primary or intermediate objectives; estimating the future effects of current events.

   b. Importance: All leaders must continually look to the future and plan those activities over which they will have direct control.

      1) Planning should begin before receipt of the specific mission which gives direction to planning.

      2) Preparing for possible activities enables the leader to act immediately when problems arise and decisions have to be made.

   c. Techniques (Hays and Thomas, p. 104)

      1) The leader and his subordinates constantly gather information which pertains to their activities

2) The leader evaluates trends in current activities to predict the situation which will exist at various times in the future.

3) The leader develops contingency plans for implementation in response to arising emergencies.

2. Estimating (Hays and Thomas, pp. 105-107)

a. The estimating phase of planning begins with the designation of a mission.

b. Estimating is specific and is aimed at the solution of a particular problem.

c. The estimate itself is a logical and analytical approach to the solution of a problem.

d. Estimating involves five basic actions.

1) Problem clarification or mission analysis

2) Compilation and consideration of all facts that have a bearing on the accomplishment of the desired objectives

3) Designation of possible courses of action

4) Analysis and comparison of the various courses of action

5) Decision on the best course of action

3. Plan preparation (Hays and Thomas, pp. 107-108)

a. Definition: The means by which a decision is translated into action

b. Operational definition: The means by which a leader outlines a solution that will enable subordinates to discriminate the appropriate response they must make in order to implement his decision.

c. Preparing the plan

1) Every plan must answer the who, what, when, where and why questions.

2) Every plan must be published: When a plan has been completed and approved, it is published either as an order, or as a plan that may become an order at some future time.

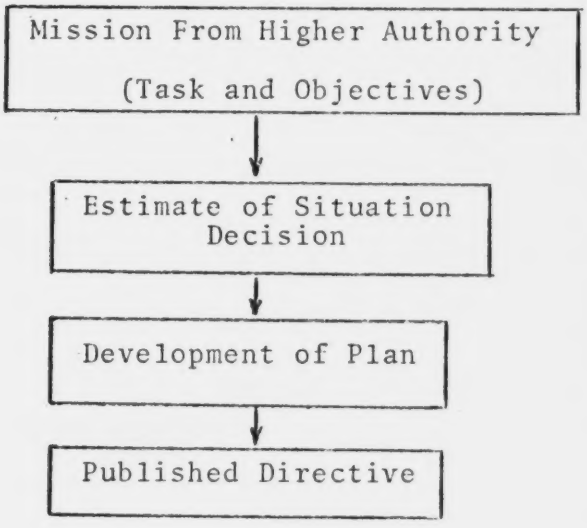
4. The planning sequence in a designated military operation (War College Sample, 56-12a)

   a. Upon receipt of a mission from a higher authority, military leader analyzes the mission to determine his tasks and objectives.

   b. The leader estimates the situation, reviewing all contingencies, and makes a decision on a course of action which will efficiently and effectively accomplish the mission.

   c. To carry out his decision, the leader develops a plan, coordinating all objectives with necessary echelons.

   d. From the completed plan, the leader issues an operating directive to his subordinates, e.g., construct:



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Outline Reference	Terminal and Enabling Objectives	
A.1.	The M will be able to identify the definition of planning from several choices.	TO 1
A.5.	Given situations resulting from poor plans, the M will be able to determine which situations resulted from over-planning or underplanning.	TO 2
A.5.a.	The M will be able to select the correct definition of "under-planning", from several choices, (as: failure of a leader to discriminate the range of contingencies that could occur).	EO-1
A.5.b.	The M will be able to select, from several choices, the correct definition of "over-planning" (as: an attempt to predict events that are unpredictable).	EO-2
A.5.a.1)	The M will be able to select, from several choices, the statement which summarizes the characteristics of underplanning.	EO-3
A.5.b.1)	The M will be able to select, from several choices, the statement which summarizes the characteristics of overplanning.	EO-4
B.	Given a plan that is inappropriate for a specific objective, the M will be able to select an appropriate plan for the objective, from several choices, (based on his knowledge of long and short-range planning).	TO 3

Outline Reference	Terminal and Enabling Objectives	
B.2.a.	Given several examples which illustrate types of plans, the M will identify the example which illustrates long-range plans.	TO 3 EO-1
B.2.b.	Given several examples which illustrate types of plans the M will identify the example which illustrates short-range plans.	EO-2
B.2.	The M will be able to select, from several choices, the correct relationship of long-range and short-range planning to military concepts.	EO-3
B.2.	Given an example which describes a plan made because of knowledge of the plans of a hostile force, the M will select, from several choices, the name of the plan described.	EO-4
B.3.	Given a plan and a budget, the M will be able to select, from several choices, the appropriate program to put the plan into effect.	TO 4
B.3.	The M will be able to select, from several choices, the correct relationship between planning, programing and budgeting.	EO-1
B.3.	The M will be able to identify, from several sources, the statement which correctly describes the difference between planning and programing.	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.	Given a situation with two leaders at different levels within the same organization, the M will be able to select from several choices, the example which correctly describes the amount of time and effort they spend planning.	TO 5
C.	Given a plan and an organizational structure, the M will be able to select, from several choices, the type of plan and at what level of the organization the plan was made.	TO 6
C.	Given a plan, the M will be able to identify, from several choices, the statement which correctly describes at what level of the organization the plan was made.	EO-1
D.1.c.	Given an example of a military situation which illustrates the forecasting step of planning the M will be able to select the technique employed in the example (using his knowledge of the techniques for forecasting).	TO 7
D.1.a.	The M will be able to select the correct definition of forecasting from several choices (as that phase of planning which occurs before the receipt of a specific mission on the formulation of primary or intermediate objectives; estimating the future effects of current events).	EO-1

Outline Reference	Terminal and Enabling Objectives	
D.1.c.	The M will be able to select from several choices the paragraph which correctly states the techniques for forecasting.	TO 7 EO-2
D.2.d.	Given an example of a military situation in which a leader must make an estimate before deciding the course of action to attain a specified mission, the M will select from several choices the paragraph which correctly describes the five basic actions of estimating.	TO 8
D.2.a.	When asked to select the statement which specifies when the estimating phase of planning begins, the M will select the correct statement from several choices (as the estimating phase of planning begins with the designation of the mission).	EO-1
D.2.d.	Given the instruction to select the statement which describes the five basic actions involved in estimating, the M will select the correct statement from several choices.	EO-2
D.3.c.	The M will be able to select, from several choices, the statement which best describes plan preparation (as answers to the questions "who, what, when, where, why," and publication as an order, or as a plan that may become an order at some future time).	TO 9

Outline Reference	Terminal and Enabling Objectives	
D.3.a.	The M will be able to select the correct definition of plan preparation from several choices (as the means by which a decision is translated into action).	TO 9 EO-1
D.3.b.	The M will be able to select the operational definition of plan preparation from several choices (as the means by which a leader outlines a solution that will enable subordinates to discriminate the appropriate responses they must make in order to implement his decision).	EO-2
D.4.	Given an example of a specific military operation, the M will be able to select the appropriate planning sequence from several choices (based on his knowledge of the planning sequence in a military operation).	TO 10
A -- D	SECONDARY/REVIEW/OR ENRICHMENT OBJECTIVE Given appropriate input data, the M will be able to draft a plan containing the characteristics of a good plan.	TO 11

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment V

Organizing: Principles and Process

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

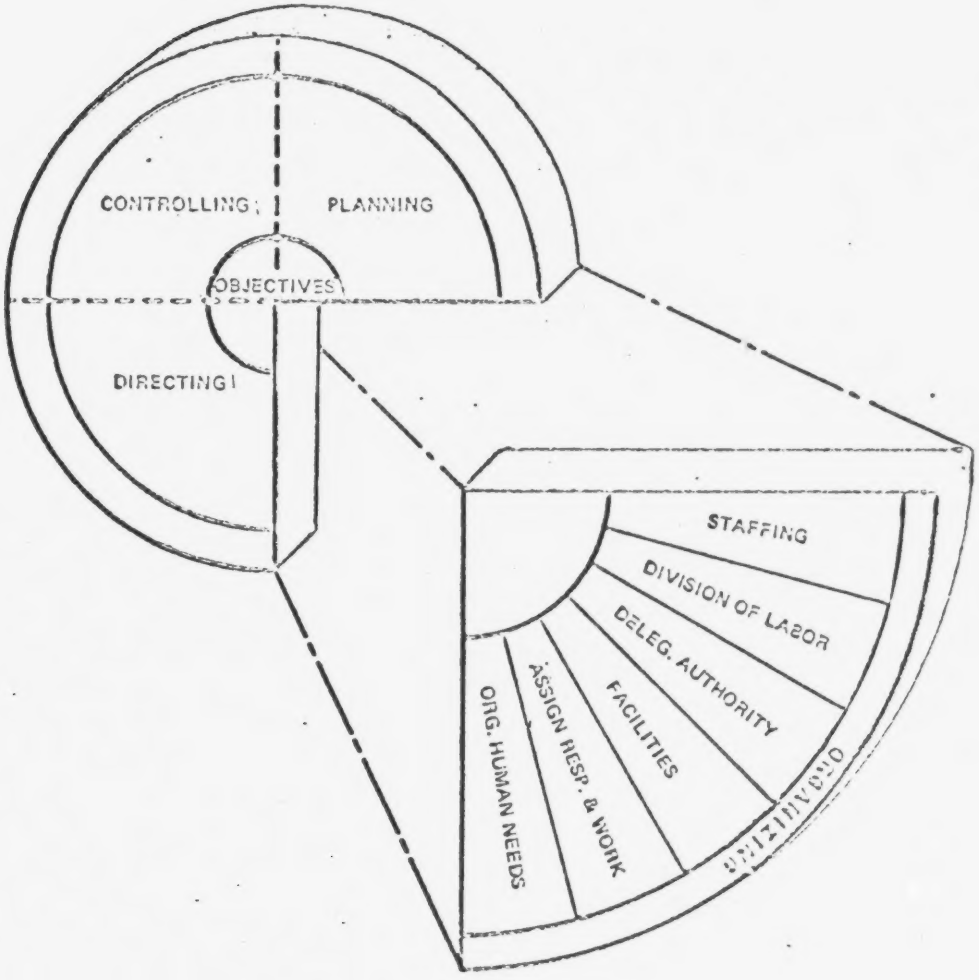
ORGANIZING: PRINCIPLES AND PROCESS

A. Purpose of Organizing

1. To enable a group of people to function as a unit working toward a common goal. The job or organizing is essentially (1) division of work and responsibility and (2) provision of a means of coordination by obtaining the most advantageous mixture of component relationships.

2. Organizing is essential to military management because only organizing can ensure that the diverse capabilities of the military will merge, at all levels, in the achievement of their common goal.

3. Relationship of the management wheel:



B. Principles of Organizing

1. Scalar Principle (Richards and Nielander, p. 670) There must be clear lines of authority running from the top to the bottom of the organization.

2. Unity of Command (Hays and Thomas, pp. 117-118)

   a. No one in the organization should report to more than one line supervisor.

   b. Everyone in the organization should know to whom he reports, and who reports to him.

   c. The concept of dual subordination, to be implemented judiciously, is possible if each responsibility is clearly defined.

3. Span of Control (Hays and Thomas, pp. 118-119; Terry (5th ed.), p. 309; NAVPERS 18371A, pp. 6-7)

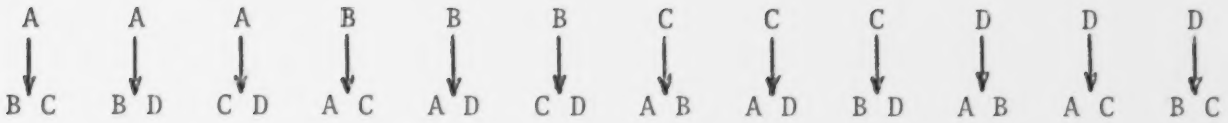
   a. Definition: The number of immediate subordinates that one supervisor can effectively supervise

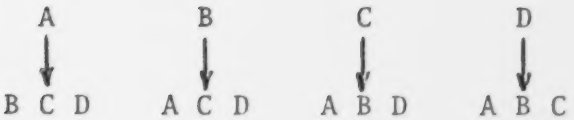
      1) As the number of subordinates increases arithmetically, the number of relationships increases by geometric progression.

         a) Examples

            (1) In a four-man group there are 25 possible interactions. This is depicted on the next page.

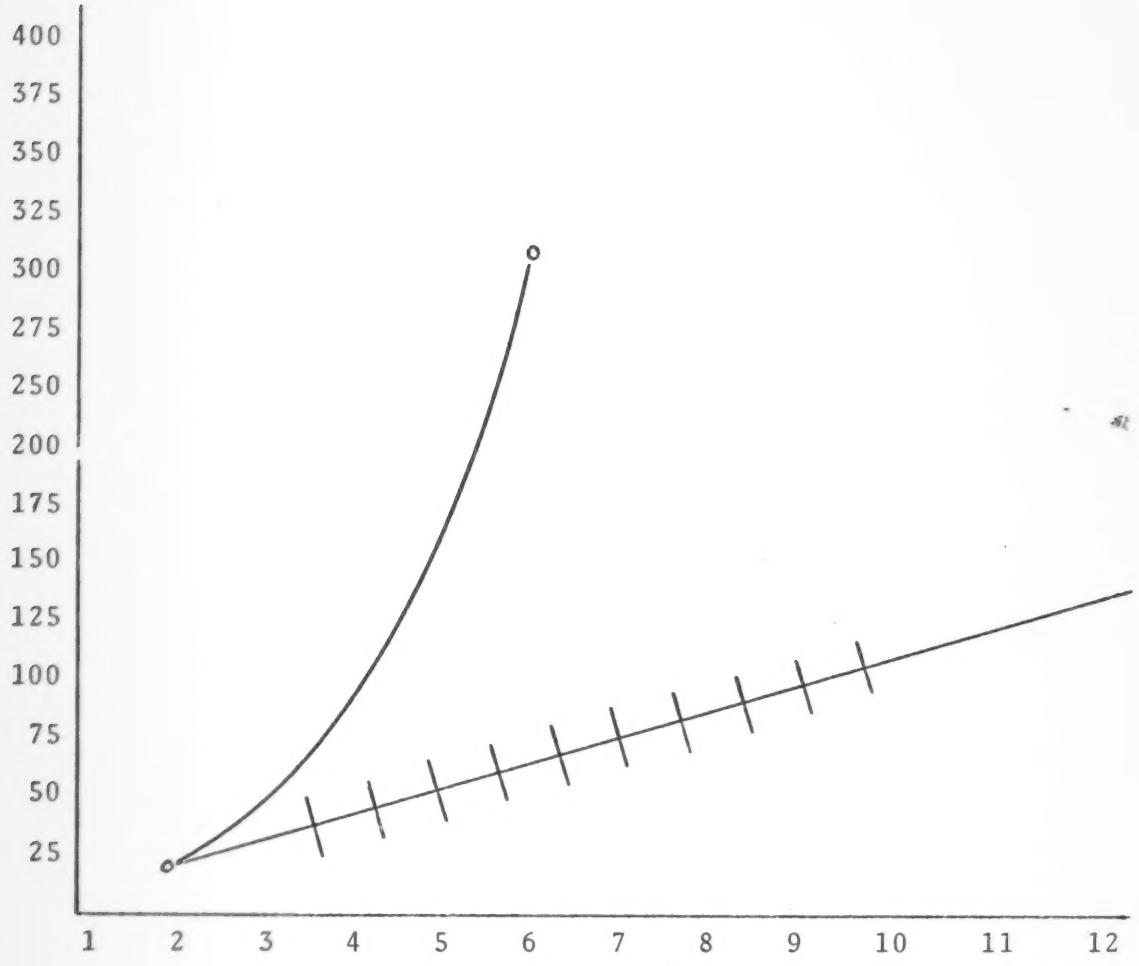
A
B C D
B
C D
C
D


A B C
A B D
A C D
B A C
B A D
B C D
C A B
C A D
C B D
D A B
D A C
D B C


A
B C D
B
A C D
C
A B D
D
A B C

A B
C D
A C
B D
A D
B C

(2) For a six-man group, there are 301 possible interactions, as the following graph shows:



NUMBER OF PEOPLE IN THE GROUP

LEGEND

+-+-+- Possible pairings of any single member

———o All possible combinations of interactions

2) Span of control is seldom uniform throughout an organization.

b. Determinèrs of span of control

1) Diversity and the number of tasks cause span of control to be broad or narrow.

a) Routine, repetitive, or similar tasks tend to broaden span of control.

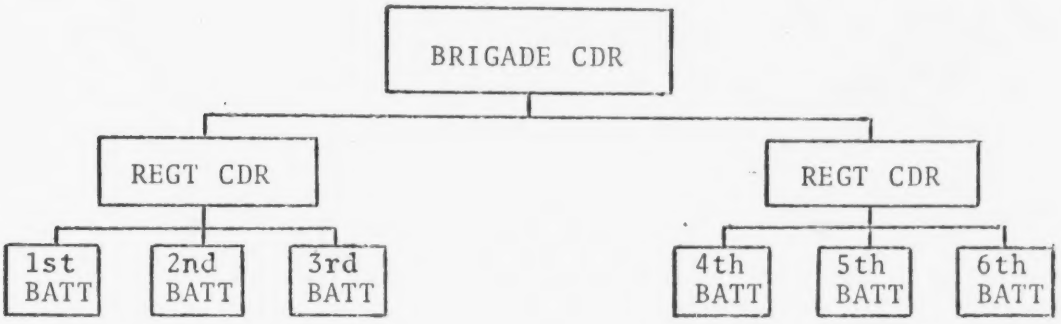
b) Complex tasks characterized by a higher degree of interaction tend to narrow the span of control.

2) The physical distance between a superior and his subordinates

3) The time which a superior has available for supervision will affect the number of men or components which he may effectively supervise.

4) The training and experience of both the supervisor and his subordinates

c. Two examples of span of control in the Brigade are shown in the chart below:



Span of control of:
Brigade Cdr - 2 Regt Cdrs
Each Regt Cdr - 3 Battalion Cdrs

4. Delegation of Authority (Decentralization) (Terry, pp. 336-46)

   a. Delegation of specific grants of authority for specific duties makes it possible for a superior to cope with his responsibilities which frequently are numerous, complex, and time consuming.

   b. Delegation of authority permits subordinates to carry out their responsibilities with proper authority without diluting the overall responsibility of a superior.

   c. Delegation of authority makes it possible to develop the skills and capabilities of subordinates as well as those of the person delegating.

   d. Determiners of delegation of authority (Hays and Thomas, pp. 120-121, 143)

      1) Delegation of authority is often influenced by self-confidence.

         a) Underdelegation may occur, causing frustration, and a stifling of creativity which can be detrimental to motivation and morale. This may occur when subordinate is not given enough freedom to act.

         b) Overdelegation or giving away too much authority; superior who lacks self-confidence or who wants to pursue "outside" interests may overdelegate authority in an attempt to avoid making decisions himself.

      2) The complexity of the task influences the amount of delegation.

      3) The remoteness of a person or unit may contribute toward the need for delegation.

      4) The extent to which a leader is willing to accept risks may contribute to the amount of authority he delegates.

5. Levels of Authority (Richards and Nielander, p. 673) The number of levels of authority should be kept at a minimum. The greater the number of levels, the longer the chain of command, and the longer it takes for instructions to travel down and for information to travel up and down within the organization. Example: The Sears Roebuck studies (Koontz & O'Donnell) - 4th Edition, p. 253)

C. Organizing Process

1. Basic Objectives

a. To ensure that the organization is one that will carry out most effectively the mission and tasks of the command.

b. To ensure that all essential functions are recognized and assigned as specific tasks of an appropriate organizational component.

c. To ensure that there is clear recognition and understanding among units of the command as to their individual duties, responsibilities, authority, and organizational relationships.

2. Steps in the organizing process

a. Determine and list the tasks (Hays and Thomas, p. 117; NAVPERS 18371A) by dividing the overall mission into specific tasks that can be accomplished.

1) How the leader determines the task

a) Specified activities-to-be-performed (in keeping with the objectives) are to be identified.

b) Large tasks are divided into smaller, manageable tasks.

c) Tasks are determined on the basis of who is available to do them who also have prerequisite abilities, skills and interests. (Terry, p. 305)

2) Example: In organizing the Midshipmen Glee Club, we would first determine and list the various tasks, such as, tenors, baritones, basses, accompanist, music arrangers, officer representative, funding for trips, etc.

b. Group the tasks (NAVPERS, 18371A, pp. 11-14)

1) Definition: Detailed breakdown of tasks and determination of specific activities and responsibilities of the individuals who will perform the tasks

2) Steps in grouping the tasks (Terry, p. 306)

a) Groups are constructed in order of importance, subordination, and expected time of completion.

b) Tasks are grouped into practical units of activities.

(1) Activities considered major, minor, and sub-minor are arrayed so that the relative importance of each task can be seen from its position on the list.

(2) Homogeneous tasks are grouped together.

(a) Definition: Tasks which are alike, similar, or allied

(b) Various functions, dissimilar but related, can be grouped together to provide economy and effectiveness.

(c) By grouping homogeneous or similar tasks together it is possible to isolate those problems of a similar nature which recur.

(d) Makes it possible to select manpower possessing the requisite intelligence and experience.

(3) Grouping the tasks efficiently facilitates coordination.

(a) Example: In organizing the Glee Club, we would probably group the tasks as to: various types of voices, musical support functions, administrative functions, etc.

c. Provide leadership and resources.

1) The leader should select qualified leaders, delegating them appropriate authority, to be in charge of a specified group of tasks.

2) Enough men and equipment must be made available in the right place at the right time to accomplish the mission.

3) Example: The Professor of Music, as overall director of the Glee Club, would probably select qualified leaders to head up the various voice sections (for preliminary rehearsals). He would also designate individuals to be in charge of musical support and administrative tasks. He would provide top-most leadership in Glee Club full rehearsals and concerts.

3. Organizing vs Re-organizing

a. In the military service, an officer will encounter only rarely a situation wherein a "brand new" organization is being created. However, he will often be given an assignment involving the "re-organization" of an existing unit. The steps given above for the organizing process should be followed in a re-organizing task.

b. The junior officer should be aware that many problems in his unit (low morale, undue number of requests for transfer, low re-enlistment rate, etc.) can quite frequently be traced to faulty organization.

D. Hazards in Organizing (Richards & Nielander, 2nd Edition, Pages 772-779)

1. Too many levels

a. Poor for communications; information gets garbled or never reaches the bottom.

b. For information that must move upward, the organizational barriers slow down matters that need quick top-level decisions.

c. Extremely costly in terms of number of personnel needed.

2. Reporting to more than one boss (dual subordination)

a. Consequences: conflicting orders, confusion over priority of assignments, no one source of appeal for individual's training, development, or promotion.

b. Better to avoid this one at all costs. If this cannot be done, make assignments on time allocation basis.

3. Too many reporting to one

a. Dangerous because it dilutes the superior's attention, often forcing him to snap decisions and to putting out fires rather than planning his work.

b. There's no universally "right" number of immediate subordinates under a given superior. Better to look at each problem of span of control on an individual basis.

4. One over one

a. Not altogether bad, but it has its risks. Assistant may become more of a barrier than an aide or function merely as a messenger boy.

b. This arrangement can and does work; but, the total work-load must be divided between the two so that each knows precisely what tasks each one handles. They must keep each other informed on a daily basis.

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Organization Planning for Naval Units. Bureau of Naval Personnel NAVPERS, 18371A, U.S. Government Printing Office, Washington, D.C., 1964.

Terry, George R. Principles of Management 4th Ed., Homewood Ill.: Richard D. Irwin, Inc., 1964.

Richards, M. D., and Nielander, W. A., Readings in Management 2nd Ed., South-Western Publishing Co., Cincinnati, Ohio, 1963.

Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to identify, from several choices, statements about the importance of organizing to military management (based on the purpose of organizing).	TO 1
A.	The M will select, from several choices, the statement which correctly describes the purpose of organizing.	EO-1
B.	Given a description of a military group which is poorly organized, the M will select, from several choices, the paragraph which corrects the deficiency (by using the five basic principles of organizing).	TO 2
B.2.	Given an example of one man fulfilling more than one function, the M will identify, from several choices, whether or not unity of command exists and to which superior the man reports for each function.	EO-1
B.2.c.	Given several examples which illustrate dual subordination, the M will identify the example in which unity of command has been maintained.	EO-2
B.3.	Given an example in which an improper span of control results in poor communications and causes failure to accomplish a mission, the M will identify, from several choices, the paragraph which states the cause of the failure and the action to be taken in order to prevent recurrence of such a failure (based on his knowledge of span of control).	TO 3

Outline Reference	Terminal and Enabling Objectives	
B.3.	Given a military situation in which several tasks are to be supervised, the M will identify, from several choices, the paragraph which illustrates a workable span of control for the leader.	TO 4
B.3.a.1)	The M will identify, from several choices, the general rule of span of control (as the number of subordinates increases arithmetically, the number of relationships increases by geometric progression).	EO-1
B.3.b.	Given a list of statements the M will select those statements that are determiners of span of control.	EO-2
B.4.	Given an example in which authority must be delegated, the M will identify, from several choices, the paragraph which correctly states the procedure for, and amount of, delegation necessary to solve the problem (according to the determiners for delegating authority).	TO 5
B.4.	The M will identify, from several choices, the paragraph which describes the importance of delegating authority.	EO-1
B.4.d.	Given several examples of authority having been delegated, the M will select those examples in which the proper amount of authority has been delegated.	EO-2

Ourline Reference	Terminal and Enabling Objectives	
C.	Given a mission which must be organized, the M will select, from several choices, the paragraph that describes the correct organization in accordance with the organizing process.	TO 6
C.	Given a list of factors, the M will identify those that form the organizing process.	EO-1
C.3.	Given an example of an officer assigned to a problem unit, the M will from several choices, identify the problem as faulty organization which can be corrected by reorganization.	EO-2
C.2.b.2)	Given an example in which the leader must group the tasks for an assigned mission, the M will select, from several choices, the best structure for the problem (based on his knowledge of grouping the tasks).	TO 7
C.2.b.	The M will select, from several choices, the paragraph which describes the proper procedure the leader should follow in grouping the tasks.	EO-1
C.2.b.2)b)(2)	Given a list of tasks, the M will be able to identify, from several choices, the tasks which should be grouped together (based on his knowledge of homogeneous tasks).	EO-2
C.2.c.	Given several situations in which the leader must provide leadership and resources, the M will select the one which correctly does so.	TO 8

Outline Reference	Terminal and Enabling Objectives	
D.	The M will select, from a list of choices, some of the hazards encountered in organizing (too many levels, dual subordination, overextended span of control, one-over-one relationship).	TO 9

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VI

Organization: Structure

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ORGANIZATION: STRUCTURE

A. Purpose of Organization Structure (NAVPERS 18371A, p. 11)

Organization structure is concerned with the division of work, assignment of authority, and the establishment of authority relationships.

B. Types of Structures in Military Organizations (NAVPERS 18371A, pp. 11-16)

1. Line Organizations

a. The simplest form of structure. Example: Midshipman Company in the Brigade.

b. Provides an unbroken chain of authority within the command.

c. Pure line organization structure is found mainly in small organizations since it is not practical for larger ones.

d. The head of each organizational component has complete responsibility for all functions that are required to accomplish the mission.

e. On a combatant ship, those departments which contribute directly to the accomplishment of the primary objective (seek out and destroy the enemy) are line departments. Example: Operations, Navigation, Engineering, etc.

f. Advantages:

1) Facilitates rapid action and decisionmaking.

2) Permits clear lines of communication.

g. Disadvantages:

1) Inflexible

2) May be operated on a dictatorial basis

3) Will not operate efficiently in large commands.

2. Line and Staff Organization

   a. The line elements described above perform the functions directly related to the mission, while the staff elements furnish technical guidance and services in specialized areas, such as personnel, legal, comptroller, etc.

   b. Both derive their authority from the same command

   c. Most present day naval organizations have line and staff structures. Example: Brigade Commander and his Staff and the subordinate commanders in the Brigade.

   d. Staff people are assigned to do "planning" and service type functions while line officers are assigned to the "doing" type functions.

   e. Each person in the line and staff organization reports to one superior, yet each person receives specialized assistance from various staff experts responsible to other superiors.

   f. Each staff unit must have a line organization within itself.

   g. Advantages:

      1) Provides for increased operational efficiency and for undivided authority and responsibility, while permitting the staff to utilize their specialization.

      2) Permits the line to concentrate on functions related to prime objective

   h. Disadvantages:

      1) Line may fail to back staff's recommendations

      2) Line may feel that staff is interfering in their functions.

3. Functional Organization

   a. In the functional organization structure, the authority of staff goes further; it has power to place its recommendations into effect under the concept of delegated "functional authority." Example: Flight Surgeon with "functional authority" to take a pilot off flying status due to physical reasons.

b. In a completely functional organization structure, each functional supervisor would have complete authority throughout the organization for the performance of the function; he gives orders to line personnel concerning the specific function and sees that recommendations are carried out.

c. Experience has shown that completely functional structures have not been operated satisfactorily; but, functional supervision has its place when its amount and scope are well defined and there is a strong line and staff organization structure.

d. Advantage: Functional organization makes best use of expert knowledge.

e. Disadvantages:

1) Conflicts in authority may arise.

2) Difficulty in fixing responsibility may result.

3) Initiative may become stifled.

4. Composite Organization

a. In many cases, a command may be a composite of line, line and staff, and functional structures; the nature of operations at each level is usually the determining factor. Example: At a large naval station, a line and staff relationship may exist at the activity level, a functional structure at the departmental level, and line structures at the division and branch levels.

b. It is usually impractical to have more than one type of structure at any one level.

REFERENCES

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Organization Planning for Naval Units. Bureau of Naval Personnel, NAVPERS 18371A, U.S. Government Printing Office, Washington, D.C., 1964.

Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to select, from several choices, the paragraph that correctly describes the purpose of structure.	TO 1
B.1.2.3.	The M will be able to select, from several choices, the statement that correctly compares and contrasts line, line and staff, and functional structures.	TO 2
B.1.	Given several descriptions of organizing structures, the M will be able to select the description of a line structure (based on his knowledge of the principles of an unbroken chain of authority within the command).	TO 3
B.1.	The M will be able to select, from several choices, the correct definition of line structure (as: The basic hierarchy of elements which provides an unbroken chain of authority within the command, and that contributes directly to accomplishing the primary objectives of the command).	EO-1
B.1.	The M will select, from several choices, the statement which correctly describes the characteristics of a line structure.	EO-2
B.2.	Given several descriptions of organizational structures, the M will be able to select the description of a line and staff structure (based on his knowledge of the principle: Staff elements furnish technical guidance and services in specialized areas).	TO 4

Outline Reference	Terminal and Enabling Objectives	
B.2.	The M will be able to select, from several choices, the correct definition of line and staff structure (as: Line elements perform the functions directly related to the mission, and staff elements furnish technical guidance and services in specialized areas).	TO 4 EO-1
B.2.	The M will be able to select, from several choices, the statement which identifies the main objective of staff departments (as: To provide recommendations, service, technical assistance and guidance).	EO-2
B.3.	Given several descriptions of organizational structures, the M will be able to select the description of a functional structure (based on his knowledge of the characteristics of functional structure).	TO 5
B.3.	The M will be able to select, from several sources, the correct definition of functional structure (as: An organizational structure in which functional supervisors give orders to line personnel in matters concerning a particular function and see that these orders are carried out).	EO-1
B.3.	Given a list of characteristics of organizational structure the M will be able to select the characteristics of functional structure.	EO-2

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VII

Organizing: Charting

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ORGANIZING: CHARTING

A. Purpose

1. Organization charts are useful tools to visualize the overall picture of an organization and the arrangement of relationships among units. They facilitate an understanding of organizational concepts which may be difficult to perceive from oral or written descriptions.

2. Organization charts are purposeful in:

   a. Providing a basis for planning

   b. Recognizing flaws and strengths in the organizational structure

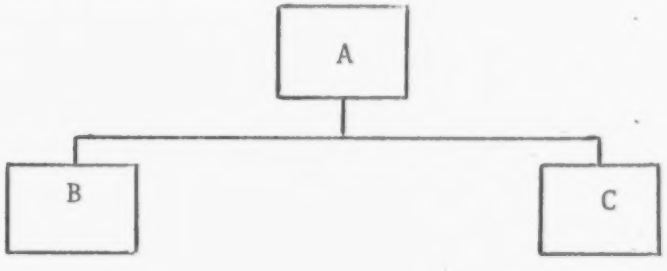
   c. Determining lines of authority

   d. Providing an orientation to visitors, inspectors, or new members of the organization

B. Basic Construction

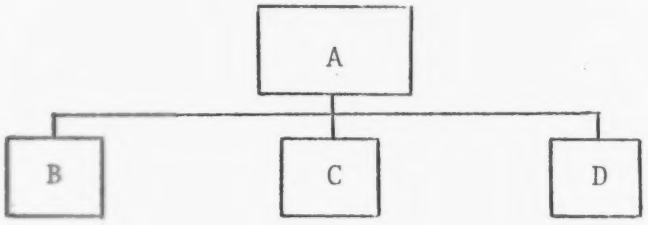
1. A line of direct authority is represented by a solid line between boxes.

   Example:



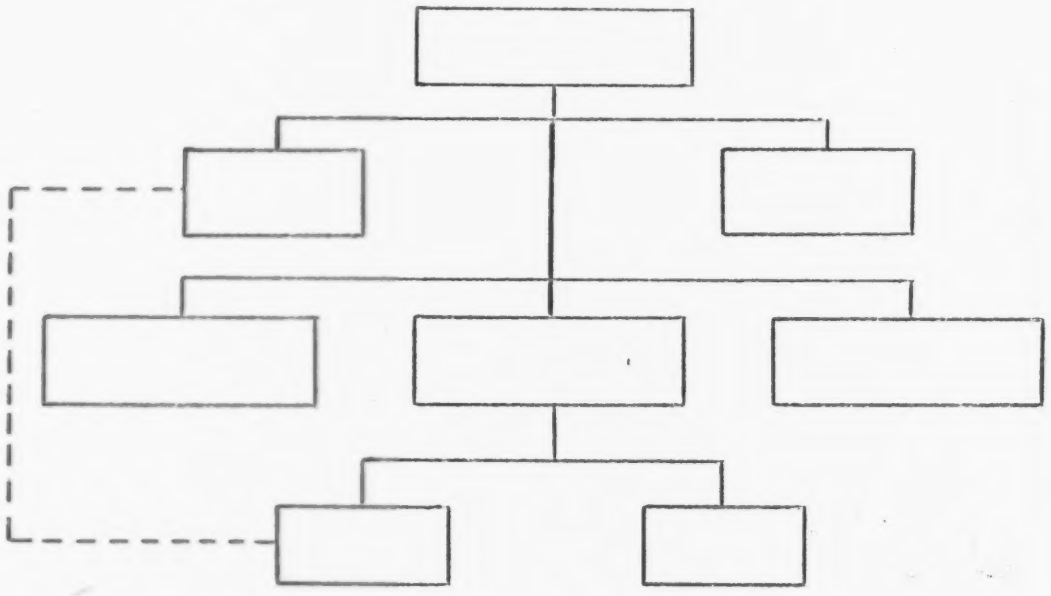
2. Units of an equivalent authority level should be placed on the same horizontal line.

   Example:



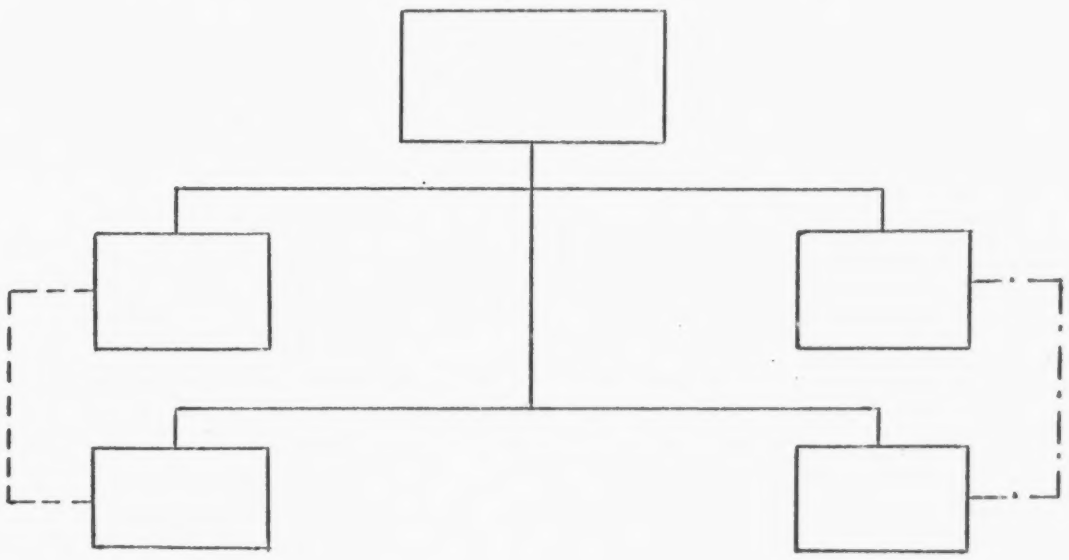
3. A line of information and advisory contact (staff relationships) is shown by a broken line --------.

   Example:



4. A line of functional authority is represented by —·—·—· between boxes.

   Example:



C. Characteristics of Good Organization Charts

1. A good organization chart should exhibit the following features:

   a. Completeness

      1) Since a chart is a summary description of organization, it should identify all component relationships.

      2) It should be current, showing the name of the command, recent date approval, and signature of the commanding officer at the bottom of the chart.

   b. Simplicity

      1) An organization chart should be arranged so as to eliminate confusing, complicating, or too detailed information.

      2) A chart ought to be as simple as possible, without losing track of important but perhaps obscure or seldom used elements.

c. Clarity

1) Lines on the chart should not cross each other.

2) Blocks in the chart should be clearly labeled with the organization title clearly shown.

3) Brief explanatory notes should be included if necessary.

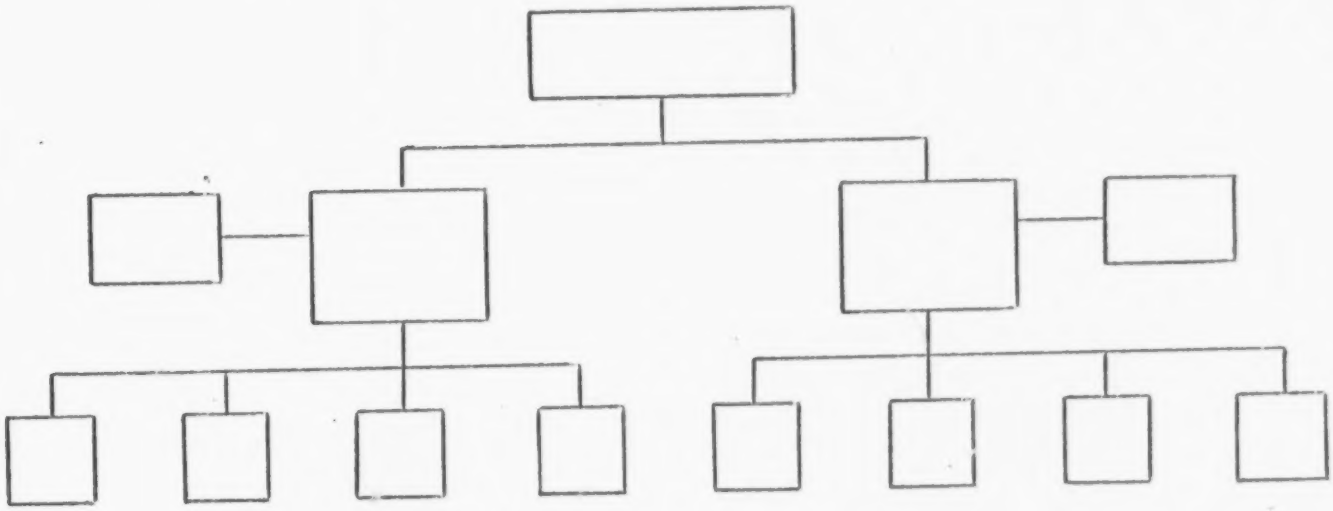
d. Symmetry

Well-balanced arrangement of command organization

e. Unity

Each component is related to others by a connecting line so that no component exists by itself.

2. Example of formal organization chart exhibiting the characteristics of simplicity, clarity, symmetry, and unity.



D. Types of Organization Charts

1. Charts can be constructed in many different forms, often depending on organizational peculiarities.

2. The most common to the Navy are the structural, functional, billet assignment or position, and combination charts.

a. Structural

1) Structural charting is the most common and simplified method of charting.

2) Structural charts show the structure of a command, and help to outline basic relationships among components.

3) Size of command is irrelevant to the charting requirements.

b. Functional

Characteristics of functional charting

1) Indicates the interrelationships of functions

2) Indicates functions performed by various command components (department, division, unit, section, etc.)

c. Billet assignment or position chart

The two types of billet assignment or position charts

1) Show names, billets, and titles or grades of personnel as they fit into the current organizational plan.

2) Show billet titles and grades of a planned setup, but not names of personnel.

d. Combination charts

1) It is possible that a combination of two or more charts will provide better visualization in certain circumstances.

2) Too much information in a single chart may tend to result in a chart too complex for easy use.

E. Checklist for Development of Organization Charts

The following list of check questions covers all types of organization charts. A review of the list will reveal that some questions apply to all types while others are restricted to only one or two types of charts.

1. Does it show existing levels and lines of authority?
2. Does it follow standard terminology?
3. Are all components included?
4. Does the chart show which are staff and which are operating components?
5. Are functions adequately described?
6. Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

F. Limitations of Organization Charts

1. While organization charts provide insight into the formal organization, they do not insure a good organization nor good managing.
2. An organization chart portrays the structure, but doesn't indicate the "human element" involved in management, and while showing the formal chain of command does not show how the organization actually operates.
3. Because of the nature of human interactions, an organization chart may very quickly become obsolete and should be updated frequently.

Outline Reference	Terminal and Enabling Objectives	
A.	Given several statements concerning the purpose and/or limitations of organization charts, the M will be able to select those statements which are valid.	TO 1
A.2.	The M will be able to select, from several choices, the statement which summarized the purposes of organization charts.	EO-1
B.	Given an organization chart and given several descriptions of organizations, the M will be able to select the description which correctly depicts the chart.	TO 2
B.	Given several statements describing the construction of organization charts, the M will be able to select those statements which are valid.	EO-1
C.	Given several sample organization charts (only one of which is complete), the M will identify, from several choices, the desirable characteristics which are present and absent in each sample.	TO 3
C.1.a.	Given a list of criterion statements, the M will be able to select those criteria which an organization chart should meet to be considered complete.	EO-1
C.1.b.	Given a list of criterion statements, the M will be able to select those criteria which an organization chart should meet to be considered adequately simple.	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.1.c.	Given a list of criterion statements, the M will be able to select those criteria which an organization chart should meet to be considered adequately clear.	TO 3 EO-3
C.1.d.	Given a list of criterion statements, the M will be able to select those criteria which an organization chart should meet to be considered adequately symmetrical.	EO-4
C.1.e.	Given a list of criterion statements, the M will be able to select the criterion which an organization chart should meet to exhibit unity.	EO-5
D.	Given examples of charts, the M will be able to identify each example as representing either a structural chart, a functional chart, a billet assignment or position chart, or a combination chart.	TO 4
D.2.a.	The M will be able to select, from several choices, the statements which describes the characteristics of structural organization charts.	EO-1
D.2.b.	The M will be able to select, from several choices, the statement which describes the characteristics of functional organization charts.	EO-2
D.2.c.	The M will be able to select, from several choices, the statement which best describes the characteristics of a billet assignment or position chart.	EO-3

Outline Reference	Terminal and Enabling Objectives	
E.	The M will be able to select, from several choices, the correct members of the check list for ensuring an adequate organization chart.	TO 5
F.	Given several descriptions of the limitations of organization charts, the M will be able to select the description which most accurately summarizes the limitations.	TO 6
F.1.	The M will be able to select, from several choices, the statement which describes the degree of influence of organization charts on the quality of the organization and the quality of managing.	EO-1
F.2.	The M will be able to select, from several choices, the statement which describes the limitations of organization charts with respect to "real" vs. "portrayed" operation.	EO-2
Enrichment Module	Given a written description of an organization, the M will be able to prepare an acceptable organization chart showing functions, areas of responsibility, and chain of command.	TO 7

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VIII

Directing

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DIRECTING

A. General

1. Definition: Directing is the dynamic function that converts plans and decisions into purposeful action, thus, providing a bridge between preparation of plans and achievement of objectives (Haimann, p. 408).

2. Purpose

   a. Directing is the actuating phase (giving orders) in the management process in which resources are utilized toward reaching specific objectives.

   b. The directing phase will test the accuracy of prior estimates regarding capabilities to achieve objectives.

   c. The directing phase will test the need for revising objectives in view of the performance of resources.

3. Requirements (Haimann; Newman and Summer)

   a. Directing involves actuating a decision which should meet the test: Can it be accomplished with existing resources?

      1) The order must be reasonable.

      2) Compliance can reasonably be expected.

      3) Resources must be available.

      4) The subordinates must be able to physically and mentally do the task.

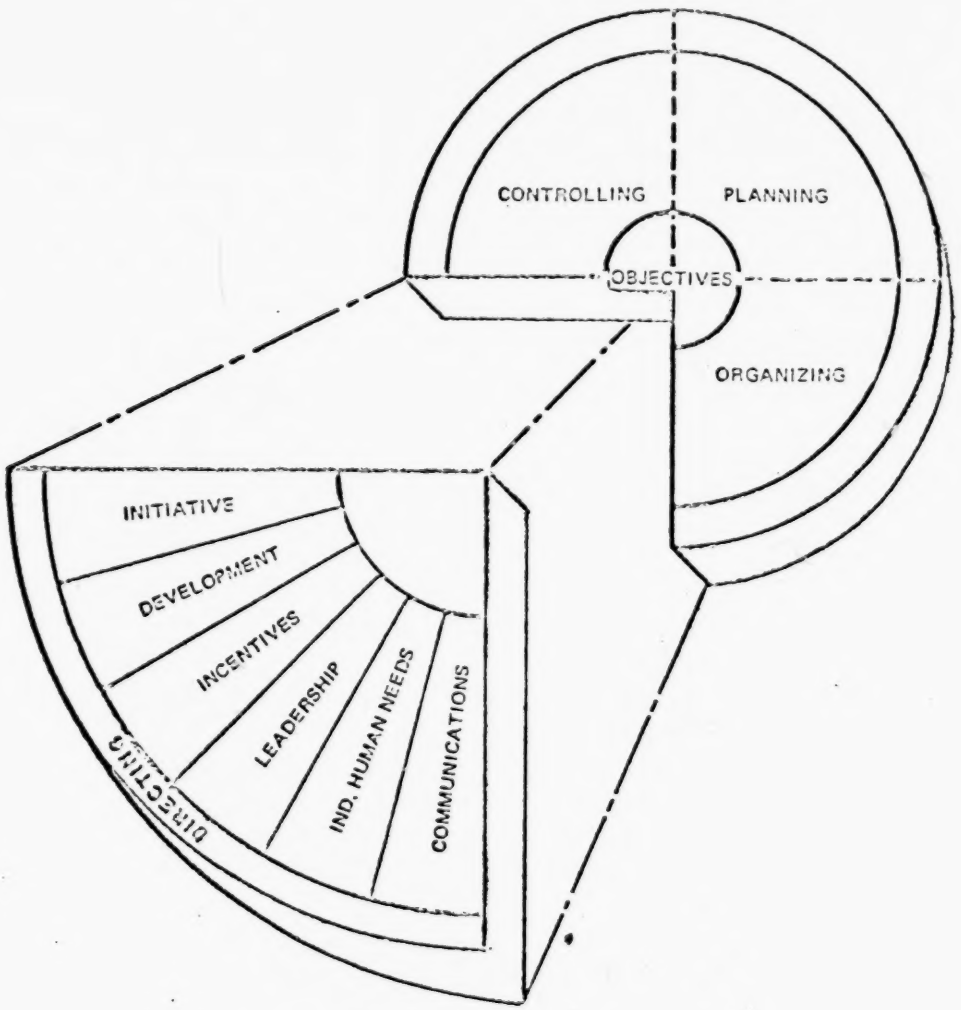
   b. Directing requires that instruments employed have the following characteristics: clarity, completeness and conciseness, indicated time factor, transmitted to those who need to know, compatible with organizational objectives.

   c. A decision maker employes the authority of his position and his own ability to motivate others in varying degrees dependent upon the nature of the decision and the superior-subordinate relationship.

d. Communication is a primary means by which direction takes place, setting action and behvaioral guides, while at the same time reflecting previous interactions.

e. In order to identify the appropriate action for a given situation a decision maker needs empathy, self-awareness, and objectivity, (Newman and Summer, p. 589)

4. Relationship to the management wheel



B. Environment

1. Interaction in environment: In directing, one may conceive of a network of varied relationships between a superior and his subordinates in which behavior and plans become modified through a feedback process.

2. A certain dependency exists between superior and subordinates in the direction process, inasmuch as each contributes to the total effectiveness of the subsequent result.

3. Motivation through communication

   a. People seek to achieve a sense of importance from doing different but important tasks which help to implement goals which they and their friends seek (Rensis Likert, quoted in Koontz & O'Donnell, Management: A Book of Readings, p. 432).

   b. However sound your ideas or well-reasoned your decisions, they become effective only as they are transmitted to others and achieve the desired action, or reaction.

   c. The needs of work groups which are central to motivation include:

      1) Opportunity

      2) Recognition

      3) Belonging

      4) Security

4. Creating the proper environment (Haimann, p. 427)

   a. Clarify various authority relationships.

   b. Explain policies, procedures and standard practices by everyone under the superior's command.

   c. Instill set of beliefs in subordinates.

   d. Explain reasons and purpose for directions

C. Under-Direction and Over-Direction

1. Implications of under-direction (Haimann, pp. 433-34)

   a. Superior may appear to be indecisive

b. Subordinates may be uncertain regarding tasks and their priorities.

c. Unit objectives may become fragmented and uncoordinated.

2. Implications of over-direction (Haimann, pp. 437-39)

a. May stifle interest and initiative among subordinates

b. Superior may appear to instruct his subordinates

c. Superior may appear to under-rate his subordinate

d. May stifle creativity

e. May reduce loyalty to the organization as well as the superior.

3. Directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and the personality of the person directing.

D. Leadership and Directing: Involves the process by which a superior directs, guides and influences the work of others in choosing and attaining specified goals (Haimann, p. 444).

1. While the military executive (leader) possessess all the necessary authority to require strict compliance with orders, results will be more effective if he is also a good leader.

2. Research suggests that leadership is a trait which may be acquired through experience, education and training.

3. It is likely that leadership exhibits itself as a product of acquired characteristics and of situations in particular groups.

4. Directing requires leadership because it is people who require the directing.

5. The Leadership Factor: "Make sure that the task is understood, supervised, and accomplished" is, in essence, the function of directing.

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Part Five - Segment VIII

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Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to identify, from several choices, statements about the importance of directing to military management.	TO 1
A.1.	The M will identify, from several choices, the correct definition of directing (as: the dynamic function that converts plans and decisions into purposeful action, thus, providing a bridge between preparation of plans and achievement of objectives).	EO-1
A.2.	The M will be able to select, from several choices, the statement that correctly describes the relationship between giving orders and the actuating phase in the management process.	EO-2
A.3.	Given a list of statements about directing, the M will identify the requirements of directing.	EO-3
B.	The M will be able to select, from several choices, the statement that correctly describes the relationship between directing and the environment in which it takes place.	TO 2
B.	Given an example in which subordinate morale, productivity, and job interest are low, due to an improper working environment, the M will select, from several choices, the paragraph which correctly describes the leader correcting the deficiency.	TO 3

Outline Reference	Terminal and Enabling Objectives	
B.3.	Given examples of leaders motivating subrodinates, the M will select those examples that show a leader motivating through communications.	EO-1
B.4.	The M will be able to select, from several choices, the statement that correctly describes a leader creating a proper environment for directing.	EO-2
C.1.	Given an example of under-directing, the M will identify, from several choices, statements about the implications of under-directing.	TO 4
C.1.	Given examples of directing, the M will identify the example of under-directing.	EO-1
C.2.	Given an example of over-directing, the M will identify, from several choices, statements about the implications of over-directing.	TO 5
C.2.	Given examples of directing, the M will identify the example of over-directing.	EO-1
D.	The M will be able to identify, from several choices, statements showing the relationship between leadership and directing.	TO 6

Outline Reference	Terminal and Enabling Objectives	
D.	Given a military situation in which a leader is perfoming the functions of management, the M will be able to select, from several choices, the portion of functions which indicated directing.	TO 6 EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment IX

Controlling

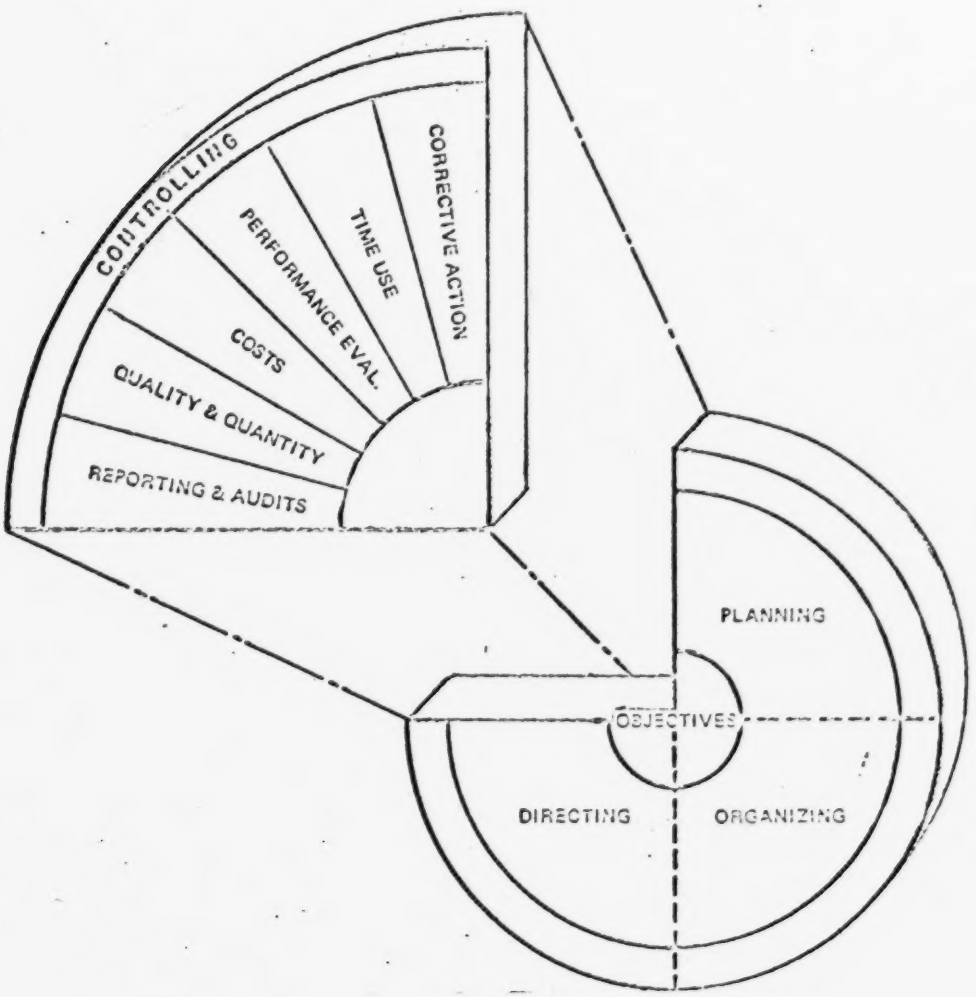
WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONTROLLING

Relationship to the wheel.



A. The Importance of Controlling

1. Controlling is the function of evaluating performance of subordinates, and applying corrective measures so that performance takes place in accordance with plans (Terry, 5th ed., pp. 543-544; Koontz and O'Donnell, p. 537).

2. Controlling is important because it allows the manager to help fulfill his role by measuring progress in achieving organizational goals (Newman, p. 13).

3. Controlling is a continuous process which allows the manager to maintain his knowledge of the overall activity.

4. Controlling requires the use of feedback.

5. Controlling pinpoints reasons for deviations in performance.

6. Controlling enables managers to identify trends; thus, affording guide for future action.

B. Characteristics of a Control System (Koontz and O'Donnell, pp. 541-544)

1. Control must reflect the nature and needs of the activity.

2. Controls should report deviations promptly.

3. Controls should point up exceptions at strategic points.

4. Controls should be objective.

5. Controls should be flexible.

6. Controls should be economical.

7. Controls should be understandable.

8. Controls should indicate corrective action.

C. Basic Steps in the Controlling System

1. Establish standards

a. Standards are established criteria against which actual results can be measured (Koontz & O'Donnell, p. 538).

b. Standards are established against important outcome characteristics and the level of achievement required (Newman and Summer, p. 676).

c. Standards of performance are established to determine the ability of individuals and units to perform effectively by tests.

d. Standards must be consistent with the ultimate objectives.

e. Since the unit commander is responsible for the results, he should specify and establish the necessary standards.

f. Examples of Standards are:

1) Physical standards

2) Cost standards

3) Deviation from budget of not more than 5%

4) Re-enlistment rate of X%

5) Program standards

2. Measurement of performance

a. Statistical data

b. Internal audit

1) Independent appraisal of operations

2) Not necessarily limited to accounting terms

c. Personal contact and observation by superior

d. Control may become cybernetic (corrects automatically) as it tends to eliminate man from within a system.

1) Example: When information regarding a supply shipment is automatically fed back into the stock control system and the system is modified to reorder new stock at a certain minimum level without further human control.

2) Cybernetic units used in the SAGE (Semi-Automatic Ground Environment) Air Defense System of the Air Force, as well as in fire control instruments of all the services, illustrate the use of automatic correction in fire control systems.

e. PERT Charts (Koontz & O'Donnell, pp. 546-75)

f. Control Charts (Terry, p. 646)

3. Compare actual performance with standards. (Newman, p. 436; Hays and Thomas, p. 137)

   a. Comparison should occur as close to performance point as possible in terms of time and distance. (Terry, 4th ed., p. 602)

   b. Comparison should occur at critical control points for the best view.

   c. Controlling is expedited by concentrating on the exceptions, or outstanding variations, from the expected result or standard (Terry, 5th ed., p. 555).

   d. Implications of performance which deviates from a standard (Anthony, pp. 372-73).

      1) Actual performance and the standard against which it is being measured are usually comparable, but not always.

         a) Management accounting system may be separated from the financial accounting system, perhaps being operated by different staff organizations.

         b) If supervisor's performance as to quality is being measured in one system, his performance as to cost control in another, and his performance as to volume in a third, he may be uncertain as to relative values to attach to each.

4. Taking corrective action if performance deviates from standards.

   a. Ensuring that operations are adjusted as efforts are made to achieve results which are consistent with expectations.

   b. Adjustments may be minor in nature or may involve extensive changes in plans, organization structure, or goal orientation.

   c. Action taken should be oriented to correcting the causes of deviation as well as the deviation itself (Terry, 5th ed., p. 556).

   d. Corrective action, (Hays & Thomas, pp. 139-141) designed to ensure immediate mission accomplishment, often involving methods identical to those aimed at administrative corrective action. Only the objectives differ.

e. Administrative correction action involves:

1) Further investigation, especially in the case of recurring difficulties, to determine the nature of the factors responsible.

2) Disciplinary action, if investigation reveals such is warranted.

3) Planning, to prevent recurrence of the situation.

4) Initiation of such other measures as are approved by the commander.

f. It is more important that corrective action be directed toward discovering and rectifying the cause of failure in order to prevent recurrence than attempting to find a scapegoat.

D. Assessing Individual Deficiencies

1. Types of deficiences (Gilbert)

a. Knowledge

1) The individual cannot perform the task because of a lack of knowledge.

2) Solution: Training

b. Performance

1) The individual cannot perform the task because of

a) Inadequate feedback

b) Task interference

(1) Task interference

(2) Personal problems

(3) Having other things to do (interruptions, e.g., telephone)

c) Performing tasks of a grueling, oppressive, or otherwise punishing nature.

d) Lack of motivation

2) Solutions to the above (respective order)

a) Ensure that information about task performance is readily available to each individual affected.

b) Develop time-management system.

c) Create an equally punishing alternative or institute a bonus system.

d) Raise the individual's incentives, or gradually shape his performance through an experience of new successes.

E. Over-Control and Under-Control

1. Degrees of controlling

a. Over-controlling

1) Too much information may be fed to the leader causing him to "drown in a sea of data."

2) Time and cost factors may reduce the overall effectiveness of the organization.

3) Too many controls may cause negative reactions among subordinates.

b. Under-controlling

1) Deviations from standards may not be recognized.

2) Possible resulting permissive atmosphere may lead to rise of personal goals which conflict with those of the organization.

c. Control should be balanced among all phases to the operation.

1) Indirect effects of controls may prove detrimental to accomplishment.

2) Complementary controls may be necessary to counteract indirect effects.

F. Reports (Terry, 5th ed., p. 553; Newman, pp. 691-692)

1. Need to balance timeliness vs. accuracy.

2. Review need for reports periodically.

3. Take into account preferences of receiver and use to which report is put.

4. Maintain simplicity and present key comparisons of performance against standard.

a. Should reveal whether situation getting better or worse.

b. Summarize and communicate conclusions of measurements (Newman and Summer, p. 689)

5. Characteristics of good report (Anthony, p. 375)

a. Objective

b. Timely

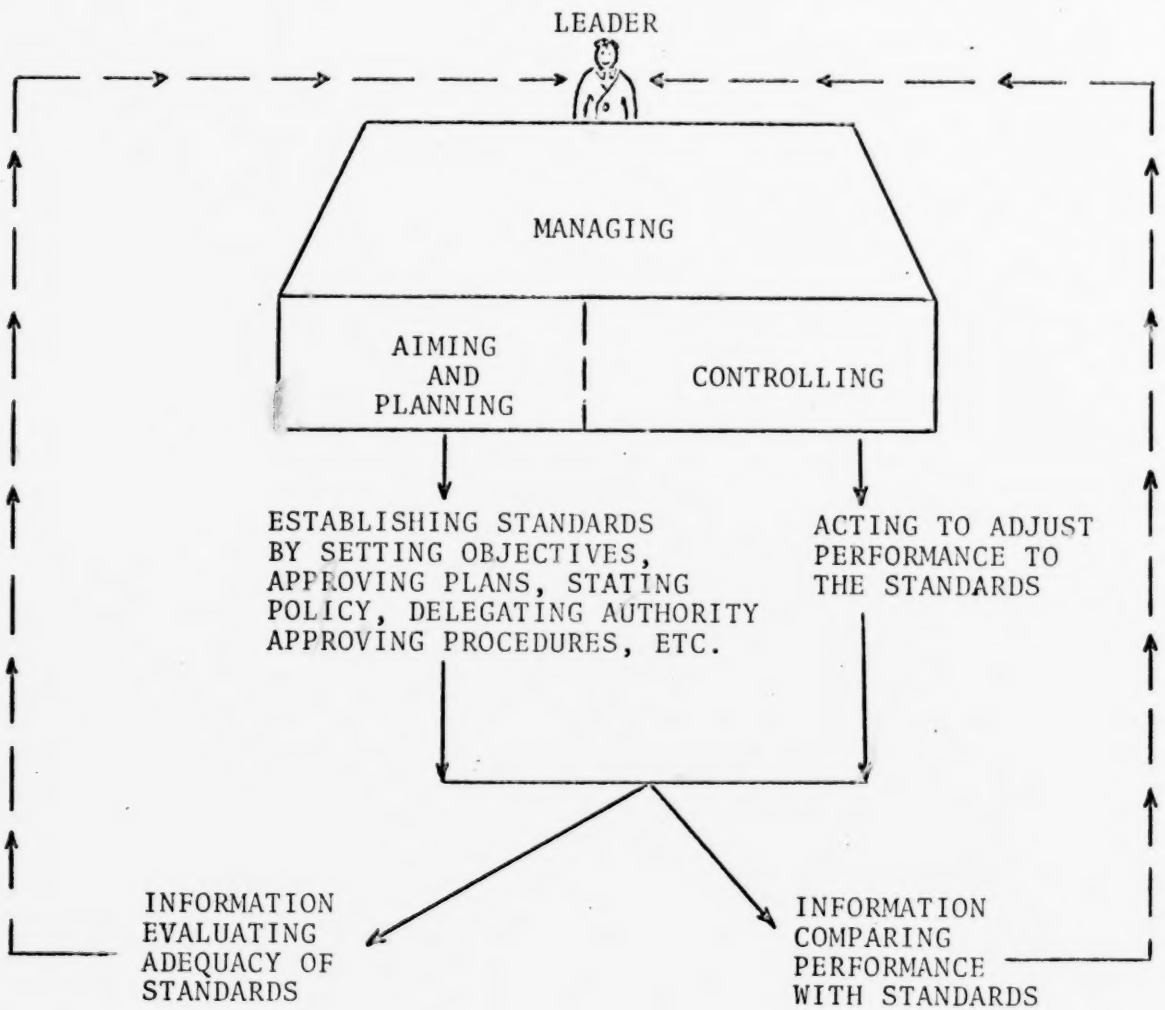
c. Clear and easily understood

d. Indicate reasons why, not only the facts about

e. Informative

f. Concise

g. Complete and correct


LEADER
MANAGING
AIMING AND PLANNING
CONTROLLING
ESTABLISHING STANDARDS BY SETTING OBJECTIVES, APPROVING PLANS, STATING POLICY, DELEGATING AUTHORITY APPROVING PROCEDURES, ETC.
ACTING TO ADJUST PERFORMANCE TO THE STANDARDS
INFORMATION EVALUATING ADEQUACY OF STANDARDS
INFORMATION COMPARING PERFORMANCE WITH STANDARDS

(Adapted from Koontz & O'Donnell,

Management: A Book of Readings, p. 511)

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Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to identify, from several choices, statements about the importance of controlling to military management.	TO 1
A.	The M will select, from several choices, the statement which correctly describes the purpose of controlling.	EO-1
B.	Given a list of statements the M will select those that are characteristics of a control system.	TO 2
C.	Given a description of a military group which is being poorly controlled, the M will select, from several choices, the paragraph which corrects the deficiency (by using the four basic steps in the controlling system).	TO 3
C.	Given a mission and a corresponding list of standards of achievement the M will be able to identify the standards that, if accomplished, will aid in mission accomplishment.	TO 4
C.3.	Given a description of task performance and the corresponding established standard(s), the M will identify, from several choices, the statement which correctly describes the comparison of the performance with the standard.	TO 5

Outline Reference	Terminal and Enabling Objectives	
C.4.	Given an example in which unexpected problems arise during plan execution, the M will identify, from several choices, the statement that indicates what corrective action should be taken.	TO 6
C.1.	Given examples of controlling, the M will be able to select the example which describes the step of establishing standards.	EO-1
C.1.	Given examples of standards, the M will identify the statement in which the standard is expressed in basic units of measurement.	EO-2
C.2.	Given examples of controlling, the M will be able to select the example which describes the step of measurement of performance.	EO-3
C.3.	Given examples of controlling, the M will be able to select the example which describes the step of comparing performance with standards.	EO-4
C.4.	Given examples of controlling, the M will be able to select the example which describes the step of taking corrective action.	EO-5
C.	Given a list of statements, the M will select those statements that are basic steps in the controlling system.	EO-6

Outline Reference	Terminal and Enabling Objectives	
D.	Given a description of an individual's behavior which reveals a deficiency in either knowledge or performance, the M will identify, from several choices, the paragraph which correctly states the type of deficiency and specifies the appropriate solution to correct that deficiency.	TO 7
D.1.a.	Given examples of individual performance deficiencies the M will be able to identify those that describe deficiencies in knowledge.	EO-1
D.1.b.	Given examples of individual performance deficiencies the M will be able to identify those that describe deficiencies in performance.	EO-2
E.1.a.	Given an example of over-controlling, the M will identify, from several choices, statements about the implications of over-controlling.	TO 8
E.1.a.	Given examples of controlling the M will identify the example of over-controlling.	EO-1
E.1.b.	Given an example of under-controlling, the M will identify, from several choices, statements about the implications of under-controlling.	TO 9
E.1.b.	Given examples of controlling the M will identify the example of under-controlling.	EO-1

Outline Reference	Terminal and Enabling Objectives	
F.	The M will be able to identify, from several choices, statements about the importance of reports to controlling.	TO 10
F.1.	The M will select, from several choices, the statement which correctly describes the need for a balance between timing and accuracy in reports.	EO-1
F.2.	The M will identify from several choices, the statement which correctly describes the need for periodically reviewing the need for reports.	EO-2
F.5.	Given a list of statements the M will select those that are characteristics of a good report.	EO-3

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment X

Coordinating

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

COORDINATING

A. Coordinating the Management Process

1. Coordinating is the integrating of all details necessary for the accomplishment of the mission. (Hays and Thomas, p. 94)

2. Coordinating is ensuring that all efforts are bent toward a common objective and that there is no duplication of work that results in wasted effort. It includes the resolution of differences of opinion. (Dale, p. 717)

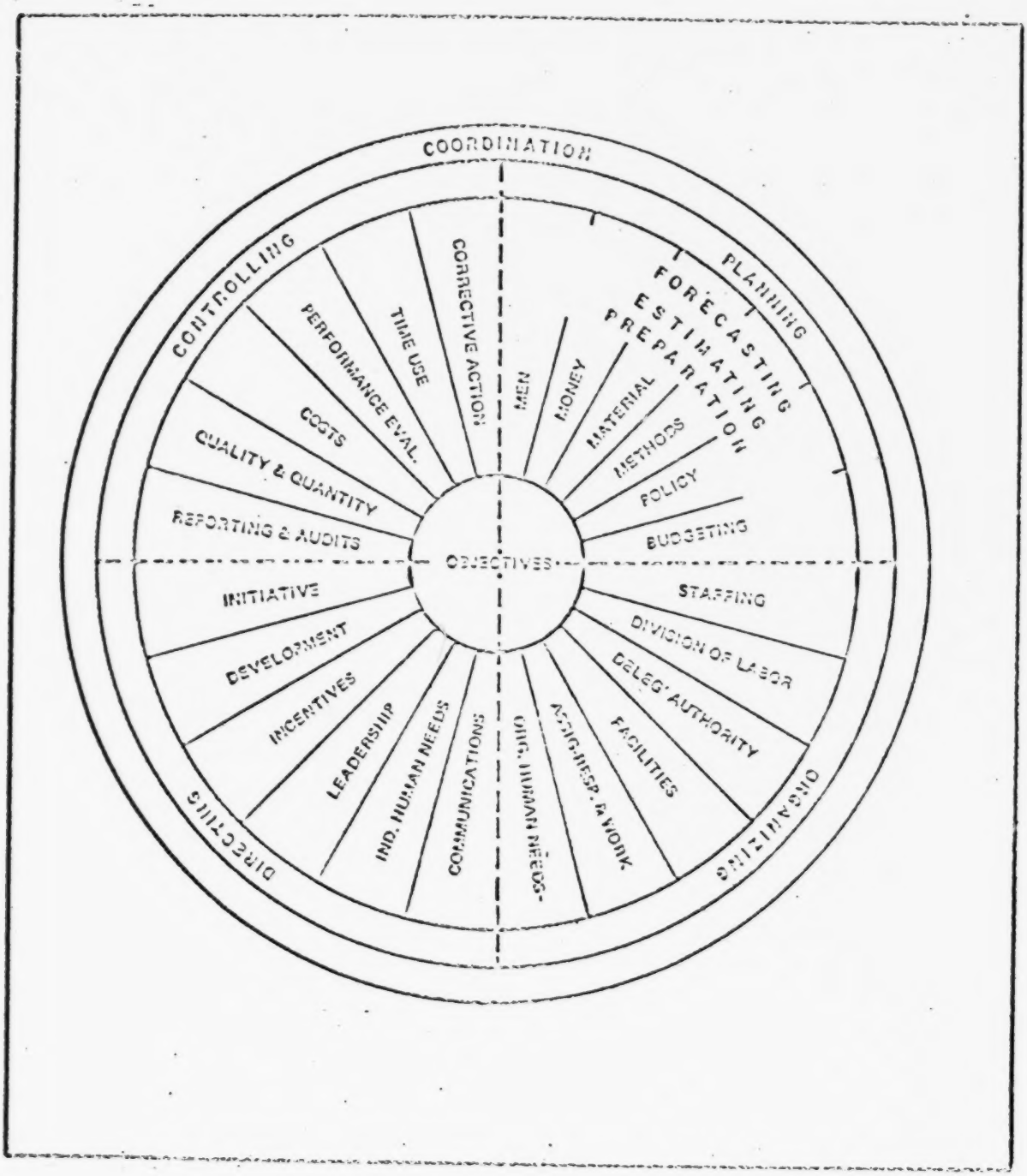
3. Relationship to management functions

   a. If the managerial functions of planning, organizing, directing, and controlling are performed properly, and adequate consideration is given to their interrrelatedness, the results should be an integrated, well-balanced composite of efforts exerted by an informed and satisfied work group. (Terry, p. 167)

   b. Coordinating is the essence of the management process because the essential purpose of management is the achievement of harmony of individual effort toward the accomplishment of organizational goals. (Koontz and O'Donnell, p. 41)

   c. Coordination vs. cooperation: The two terms are not synonymous and should never be confused. Cooperation implies mutual help (acting jointly with another or others); no single person ensures that all efforts are bent toward a common objective.

d. Relationship to the management wheel.



B. Military Coordinating (Hays and Thomas, p. 125-126)

1. Command coordinating: Commanders who have areas of common interest coordinate with each other to assure that their operations mesh and that no gaps or overlaps in responsibility and authority will occur during the operation.

2. Liaison coordinating

   a. The commander establishes liaison with another unit when he needs to keep abreast of developments in that unit.

   b. Supporting units habitually establish liaison with a supported unit.

   c. Liaison is frequently established between higher and lower headquarters and between adjacent units on the line.

3. Staff coordinating

   a. Staff often effects horizontal liaison with units at its own level and coordinates vertically with units of higher or lower levels.

   b. Both horizontal and vertical coordinating are facilitated by staff parallelism.

   c. Certain areas of coordinating are normally reserved for the attention of the chief of section, while more routine coordinating falls to his subordinates.

C. Techniques of Coordinating (Koontz and O'Donnell, p. 43; Hays and Thomas, p. 125)

1. Conference

   a. Advantages

      1) Effective for achieving a high quality (Koontz and O'Donnell, p. 43)

      2) Represents a deliberate effort on the part of the superior to bring into personal contact the people especially concerned with a subject (Koontz and O'Donnell, p. 43)

      3) Expert knowledge and a wide range of experience and opinion can be sampled.

      4) Bias and oversights of individuals can be negated.

b. Disadvantages

1) Expensive in terms of time and travel

2) Biases and prejudices of an individual can influence others.

3) A strong individual or group can negate otherwise constructive action.

4) A conference is only as good as its leader.

2. Individual contact (Koontz and O'Donnell, p. 43: Hays and Thomas, pp. 126-127)

a. Face-to-Face individual contact

1) Advantage: Most common means of coordinating

2) Disadvantage:

a) Time-consuming, if necessary to travel any distance.

b. Individual contact through supplementary devices (telephone, radio, teletype, television)

1) Advantages:

a) Useful for coordinating minor details

b) Time-saving device

3. Written correspondence

a. Provides a permanent record which can be studied in depth

b. Technique generally quite slow; not used for high priority matters

c. May be used with other techniques

1) A written document may be circulated to all parties of a conference to read ahead of time so they are better prepared.

2) A written summary may be circulated after the conference to ensure that all parties were on the same frequency.

4. Liaison man (Newman, pp. 413-414)

a. Used when direct personal contact of key executives is not frequent enough to provide all the informal exchange of information that is desirable

b. Liaison man should be familiar with operating conditions and needs of his own unit and explain these to other divisions with whom he maintains close contact.

c. Liaison man observes the operating needs of other groups and reports these back to his own unit.

d. Liaison men do not have the authority to make binding commitments.

e. Liaison man's primary function is to provide an easy exchange of information and to suggest voluntary means of coordination.

D. Coordinating and the Management Functions

1. Relation to the management functions

a. Coordinating is a part of all the management functions. (Haiman, p. 28)

b. Coordinating in planning

1) If coordinating is to be effective, it must be achieved as early in the process as possible. (Haiman, p. 33, Koontz and O'Donnell, p. 42)

2) Since planning comes earliest in the management process, coordinating is to be achieved here. (Koontz and O'Donnell, p. 42)

c. Coordinating in organizing

1) Harmony is obtained through the processes within the organizing function. The basic processes which utilize coordinating techniques during their construction are:

a) Development of an appropriate organization structure.

b) Identification and assignment of related activities.

c) Selection of necessary resources.

d) Selection of the "right man for the job" and the "right job for the man."

2) Proper implementation of the organizing processes in combination with the other managerial functions will result in well-coordinated organization.

d. Coordinating in directing

1) Coordinating is closely related to the concept of communication and relationships between superior and subordinate. (Haiman, pp. 26-37)

2) The process of directing implies that coordinating can be achieved through this process since directing is the actuating or "doing" stage.

e. Coordinating in controlling

1) Correction of deviations from stated objectives can be made to achieve a harmonious relationship between activities through coordinating.

2) Some authors consider coordinating an activity with the control function. (David, p. 634-7)

E. Consequences of Lack of, or Poor Coordination

1. Lack of Unity of Action. Example: "Lessons from the Pearl Harbor Attack, 7 Dec 1941" (Cong. Inquiry)

2. Misunderstandings; lack of awareness of the problems of other organizational elements.

3. Duplication and overlapping in the performance of functions.

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Outline Reference	Terminal and Enabling Objectives	
A.3.	The M will select, from several choices, the statement which correctly identifies the relationship of coordinating to the management functions.	TO 1
A.1.2.	The M will identify, from several choices, the statement which correctly describes the coordinating function.	EO-1
B.	Given examples of the coordination efforts of leaders, the M will identify, from several choices, what military coordination is being used by the leader in each example.	TO 2
B.	The M will be able to identify, from several choices, the paragraph which correctly contrasts the three types of military coordination (based on his knowledge of the types of military coordination).	EO-1
B.1.	Given examples which describe coordination, the M will be able to select the example which illustrates command coordination.	EO-2
B.2.	Given several examples of liaison coordination, the M will be able to select the example of liaison coordination which illustrates the following: Supporting units habitually establish liaison with supported units.	EO-3
B.3.	Given examples of various types of coordination in the military, the M will be able to identify the example which illustrates staff coordination.	EO-4

Outline Reference	Terminal and Enabling Objectives	
C.	Given a situation in which there is an apparent failure in coordination, the M will identify, from several choices, the statement that describes what is wrong and what action should be taken to correct the deficiency.	TO 3
C.	Given examples which illustrate the four techniques of coordination, the M will identify, from several choices, the technique illustrated in each example.	TO 4
C.1.	Given examples of the four techniques of coordination, the M will be able to select the example which illustrates the conference technique.	EO-1
C.1.a,b.	The M will be able to identify, from several choices, the factors which differ between the advantages and disadvantages of the conference technique of coordinating.	EO-2
C.2.	Given several examples of techniques of coordination, the M will be able to select the example which illustrates individual contact.	EO-3
C.2.b.	Given a situation in which a leader uses a supplementary device as an aid to individual contact and there is an apparent failure in coordination, the M will select, from several choices, the statement which identifies the deficiency and specifies how to correct the coordination effort.	EO-4

Outline Reference	Terminal and Enabling Objectives	
C.3.	Given several examples of techniques of coordination, the M will be able to select the example which illustrates written correspondence.	TO 4 EO-4a
C.4.	Given an example of the need for coordination, the M will be able to determine, from several choices, when a liaison man should be utilized.	EO-5
D.	The M will be able to identify, from several choices, statements about the importance of coordinating to military management (based on the relationship of coordinating to the management functions).	TO 5
D.1.	The M will be able to identify, from several choices, statements about the importance of coordinating to the other functions of management (planning, organizing, directing and controlling).	EO-1
E.	The M will select, from several examples, the consequences of poor coordination	EO-2